WHAT YOUR COLLEAGUES ARE SAYING . . .

"*Welcome to Teaching Multilingual Learners!* is a powerful text that sheds new light on supporting these learners by encouraging teachers to look through a new lens: the positive lens that multilingualism is additive rather than a deficit. The liberal use of infographics to illustrate the text engages the reader by making critical pedagogical knowledge easy to read, understand, and retain. Readers are encouraged to reflect and plan practical steps to implement the knowledge and strategies learned throughout the reading. This book is a wonderful resource for teachers and learning communities who desire to create supportive learning environments where multilingual learners thrive."

—Tiffany S. Coleman
Literacy Consultant, Tiffany Coleman Educational Consulting, Loganville, GA

"*Welcome to Teaching Multilingual Learners!* is an essential resource for educators dedicated to fostering an inclusive and effective learning environment for multilingual students. This book combines thorough research with practical strategies, offering invaluable insights into the benefits of multilingualism and the methods for supporting language development. The clear organization and comprehensive coverage make it accessible and actionable for teachers at all levels. Whether you are a seasoned educator or new to the field, this book provides the tools and inspiration needed to champion the success of every multilingual learner in your classroom. Highly recommended for its depth, clarity, and practical applications."

—Aida Allen-Rotell
Bilingual Teacher and Administrator, San Diego, CA

"This book provides valuable support for rapidly growing multilingual populations in our schools today. It is a resource that will benefit general education teachers, ESOL teachers, and administrators. It provides an eye-opening description of the cognitive abilities of bilingual learners, their particular challenges, and debunks myths and misconceptions."

—Lydia Bagley
Support Specialist, Cobb County School District, Marietta, GA

"*Welcome to Teaching Multilingual Learners!* is a critical read for new and veteran teachers who have multilingual students in their classrooms. It provides a wealth of suggestions for implementing effective, research-based instructional strategies, learning conditions, and practices that will ensure high levels of learning for your multilingual learners."

—Shannon L. Bussey
Principal, San Diego Unified School District

Welcome to Teaching
MULTILINGUAL LEARNERS!

Welcome to Teaching
MULTILINGUAL LEARNERS!

An Illustrated Guide

Douglas Fisher
Nancy Frey
Valentina Gonzalez

Illustrations by **Valentina Gonzalez**

CONTENTS

online resources

Visit the companion website at **https://companion.corwin.com/courses/WTTMLL** for downloadable resources.

Important Note: Our companion site now requires a free Thinkific account to provide a better learning experience. When scanning QR codes throughout the book, you'll be prompted to either create an account or log in if you haven't already done so. To ensure seamless access:

- Create your free account before using the QR codes
- Select 'Remember me' when logging in to avoid repeated sign-ins
- Stay logged in for instant access to all resources

Welcome to Teaching
MULTILINGUAL LEARNERS!
An Illustrated Guide

> To have another language is to possess a second soul.
>
> Emperor Charlemagne

amor 사랑

1

INTRODUCTION

The seventh century emperor Charlemagne wrote, "*To have another language is to possess a second soul.*" Fourteen centuries later, nearly 50 percent of the world's population can speak two or more languages fluently.[1]

The ability to think and speak in multiple languages has value economically, diplomatically, and educationally. This book is about how we can promote and support multilingual learners in schooling. But before we get the how, we need to explore why.

Do You Know Your Golden Circle?

What's your *why*?

Simon Sinek has been asking this question of professionals for more than a decade. He notes that all professionals readily describe what they do, and many can further discuss how it is they accomplish what they do. However, very few can furnish a compelling answer to why they do what they do.

He calls his framework the golden circle and maintains that when an individual or an organization knows their purpose, they accelerate the means for accomplishing what they do. He goes on to state, "*When we know WHY we do what we do, everything falls into place. When we don't, we have to push things into place.*" [2]

Why is the purpose.
How is the process.
What is the result.

Real education should consist of drawing the goodness and the best out of our own students.
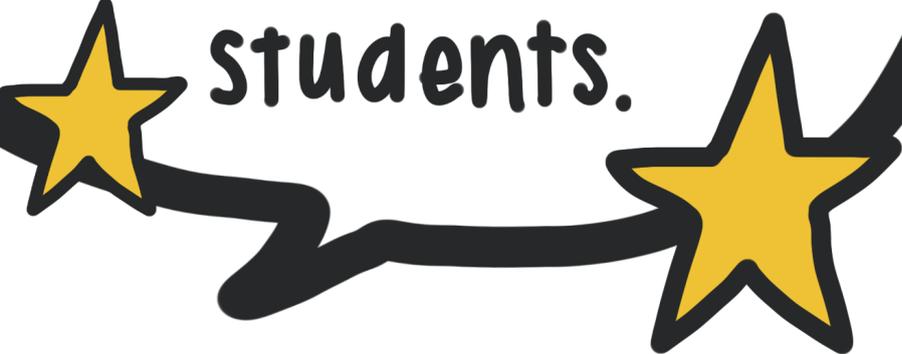
—Cesar Chavez

The GOLDEN Circle — simon sinek

PURPOSE

what
how
Why
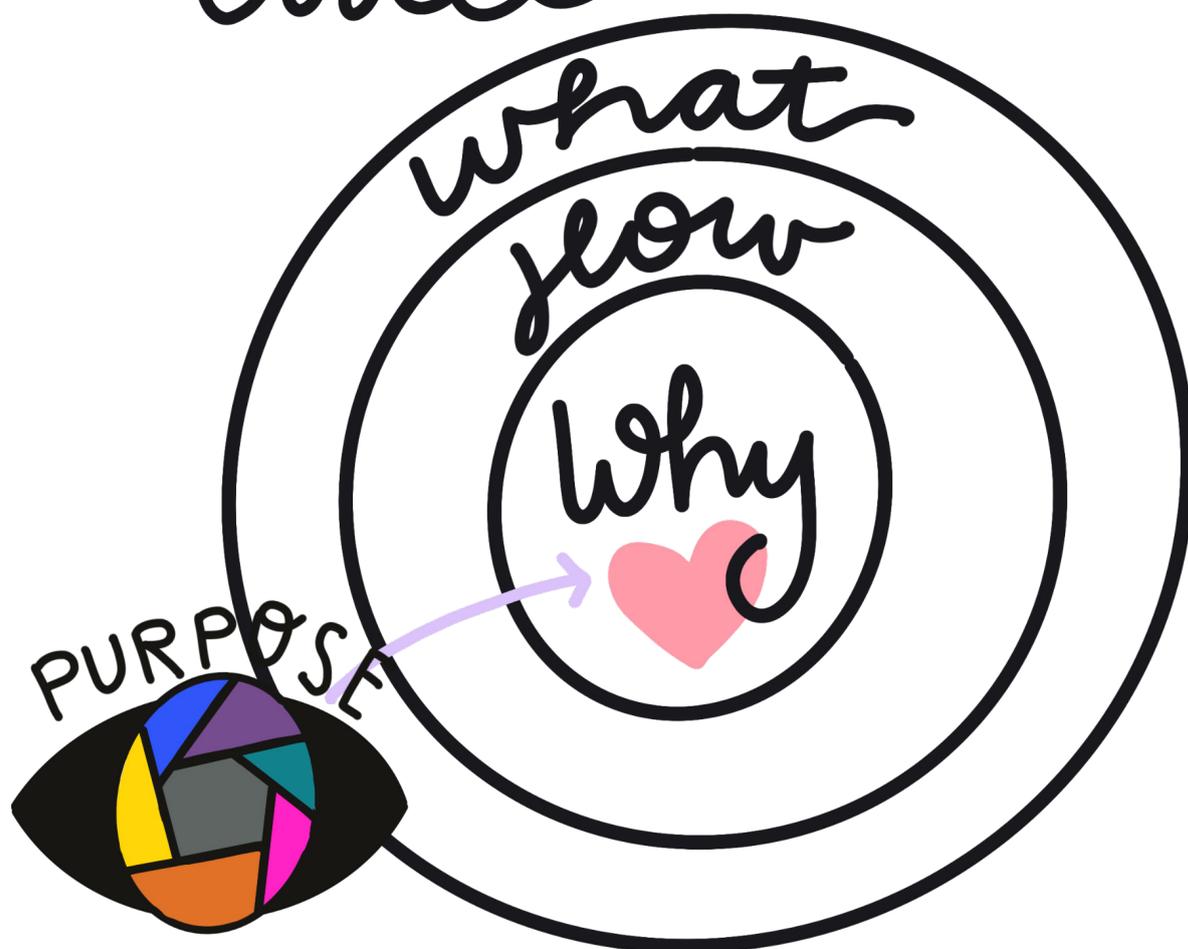
We maintain that the education profession is different from other professions, in the sense that most of us can readily express a coherent response to why we became educators. Educators often cite one or more of the following reasons:

- Growth-producing relationships with young people that nourish and cultivate the next generation
- An investment in one's community
- The joy of watching young people learn
- The beauty of the subject they teach

Being a "good teacher" is intertwined with "good teaching" and when an educator cannot access the moral rewards of teaching, they become demoralized. Knowing our why anchors our work to a purpose which sustains us and inoculates us from demoralization.[3]

What Others Have Said About WHY

"*Education is the most powerful weapon which you can use to change the world.*"
— Nelson Mandela

"*Education is the passport to the future, for tomorrow belongs to those who prepare for it today.*"
— Malcolm X

"*The highest result of education is tolerance.*"
— Helen Keller

"*Real education should consist of drawing the goodness and the best out of our own students.*"
— Cesar Chavez

"*Education is one thing that no one can take away from you.*"
— Our parents and grandparents

Society invests billions of dollars in education. Why? Here are several reasons:[4]

1. Provides stability in life
2. Enhances financial security
3. Fosters equality and equity
4. Allows for self-dependency

5. Makes dreams come true
6. Creates a safer world
7. Builds confidence

What is your *why*? Why did you become an educator?

- Making a difference
- Passion for learning

- Authentic love of children and youth
- Wanting to share knowledge with others

What's Your WHY for teaching multilingual learners?
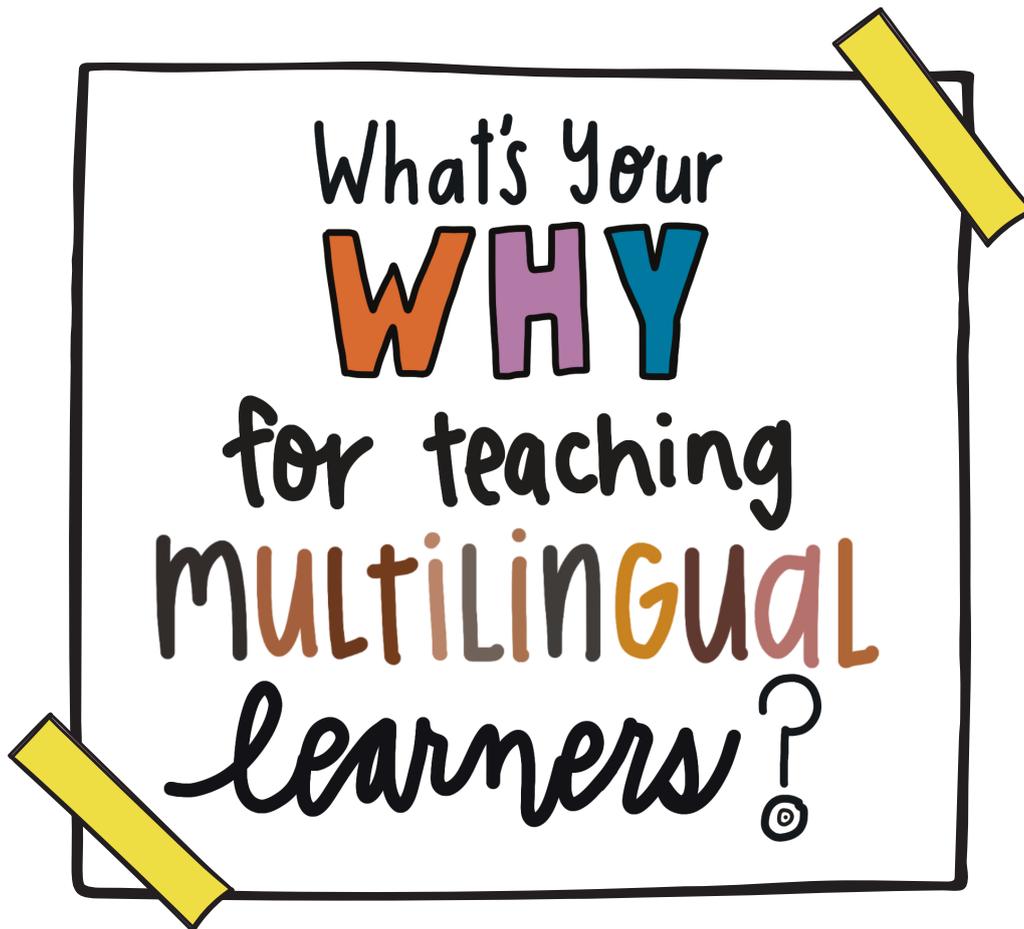
4 questions to find your purpose:[5]

1. What makes you come alive?
2. What are your innate strengths?

3. Where do you add the greatest value?
4. How will you measure your life?
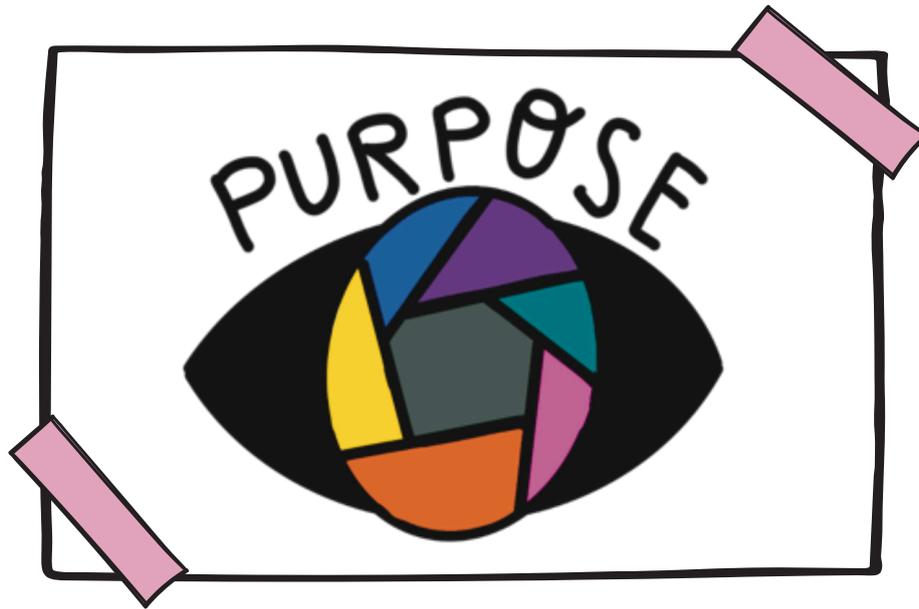
Our Purpose

To foreshadow our message throughout this book, we believe that the students must have intentionally designed learning experiences that foster their linguistic and content learning. Language does not develop in a vacuum. Language does not develop from simply being present in an environment where others are using a language. Instead, language develops from planned experiences aligned with phases of development that are supportive of learners and push them to higher levels of learning.

This illustrated guide is intended to recast multilingual learner education through the lens of purpose. By starting with why, we can reduce the need to push things into place and instead allow evidence-based processes to follow logical and reasoned decisions about what works in the best interests of students, families, educators, and the community.

This book is organized around the Golden Circle.
The **first section** explores the *why* and includes the following topics:

Why
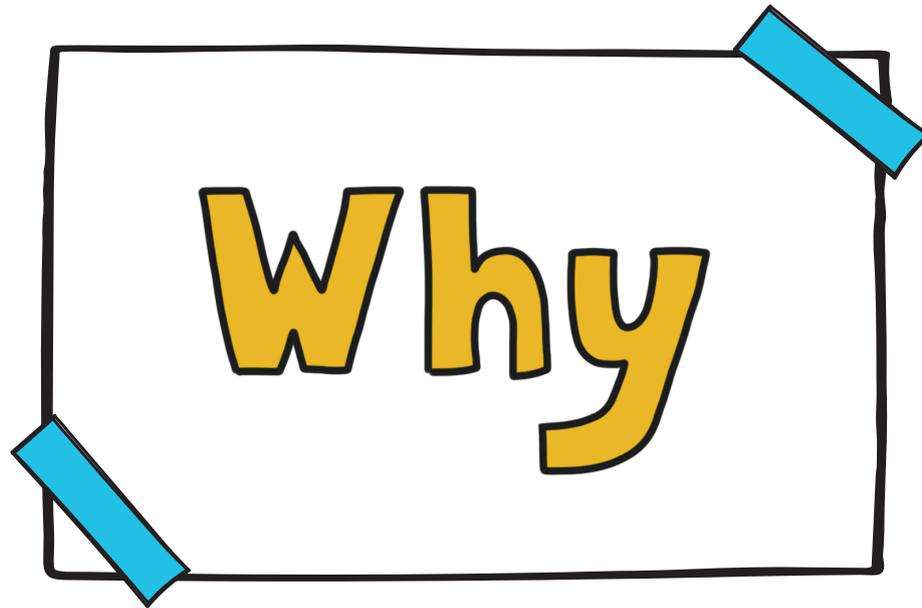
- **Understanding the multilingual learner landscape,** which focuses on the population of students who are considered multilingual learners

- **The benefits of being multilingual,** including the personal and professional outcomes for those who speak more than one language

- **Protecting the rights of multilingual learners** and making sure that the general laws and policies are followed

- **The goals of multilingual education**, including language proficiency and academic achievement

- **The ways in which language develops** and the phases that we expect students to progress through as they learn language

The **second section** is *how.*
How do we accomplish the goals of multilingual learner education?
In this section, we address the following:

How
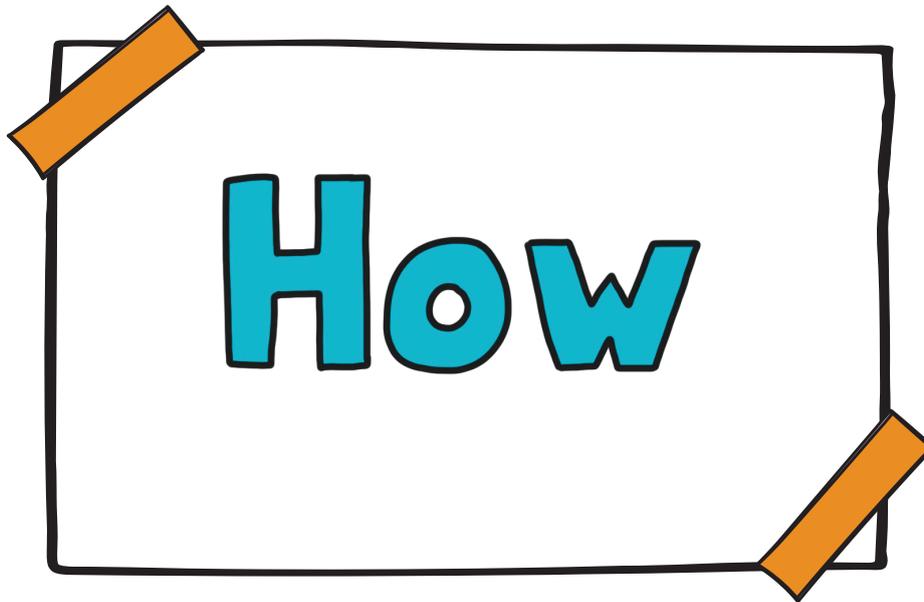
- **Organizational structures** that support learning

- **The affective filter** that, when activated, negatively influences learning

- **Belonging and welcoming environments** that signal to students that they are valued, respected, and needed

- **Family engagement** and the ways in which educators can mobilize the power of the community

- **Teacher clarity** such that students know what they are learning and how they will know that they are successful

- **Customized learning** that ensures that individual and group needs are met

  - **Response to intervention (RTI)** efforts that address students' identified needs

  - **Collaboration** among the various educational professionals involved in the learning of students

The **final section** is *what*. This includes the content that multilingual learners must learn, the aspects of language development that must be addressed, and the instructional methods that are necessary for multilingual learners to make progress. In this section, we address the following:

What
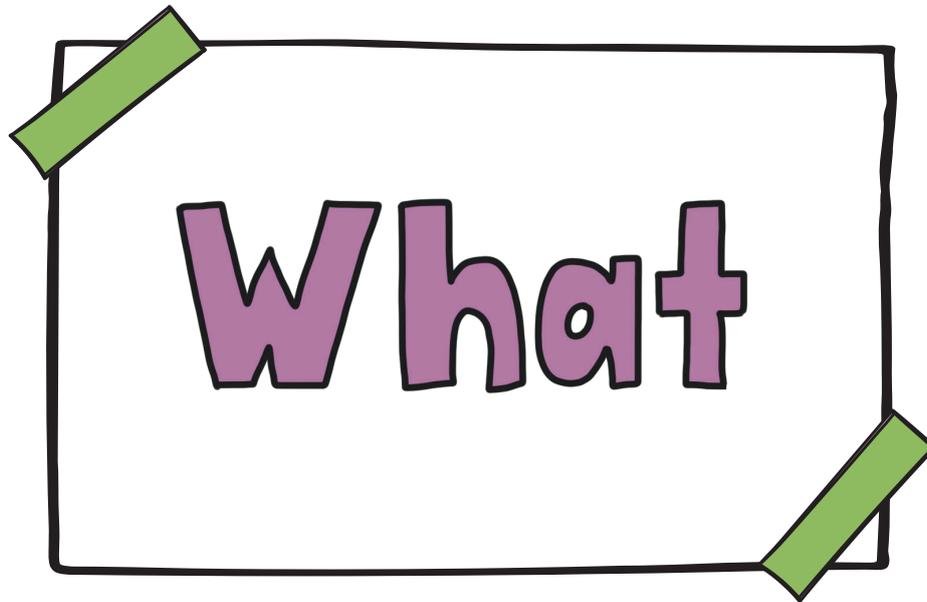
- **Culturally inclusive pedagogy** that ensures that we are responsive to the identities of our students

- **Oral language skills** that build speaking and listening proficiencies

- **Foundational skills** that ensure students develop reading prowess

- **Teaching vocabulary** and building students' use of words and phrases

- **Grammar instruction** that shows students these differences between languages as a system

- **Structuring lessons** that center language learning across the experiences

Why

ML Enrollment

Laws that Protect

Increasing enrollment

ML ROSTER
ML ROSTER
ML ROSTER
ML ROSTER

WELCOME

Evolving Landscape

New addition

EXIT
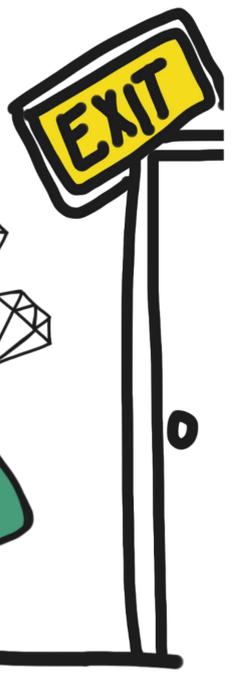
Goals of ML Education
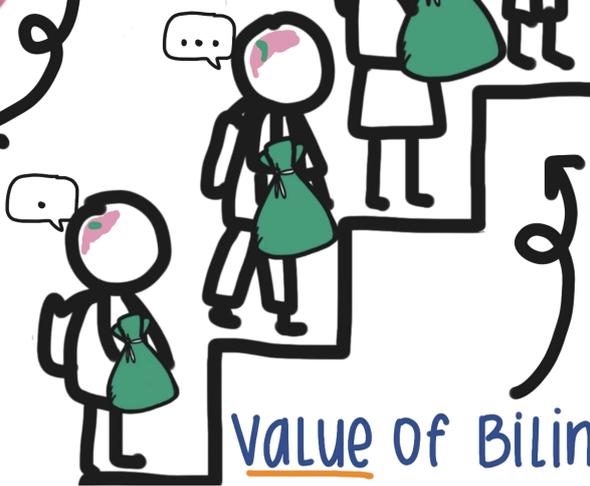
Value of Bilingualism

12

Section 1:

WHY?

We begin by exploring the whys of multilingual learner education. In this section, we note the evolving landscape of schools with increasing numbers of students who are developing proficiency in more than one language. We explore the goals of multilingual learner education and the ways in which language develops.

We highlight the value of being multilingual. Unfortunately, policy in the United States has not always supported the goal of multilingualism despite the evidence that the bilingual/multilingual brain has more cognitive flexibly and makes more efficient use of neural networks.[1]

We also touch on some of the laws that protect the rights of multilingual learners. Although not a comprehensive overview of these laws, it's important to recognize the protections that exist to ensure that schools meet the needs of all students. Sadly, this has not always been the case, thus the need for court cases and laws. But understanding the *why* of multilingual learning increases the likelihood that students receive the high-quality learning experiences they deserve.
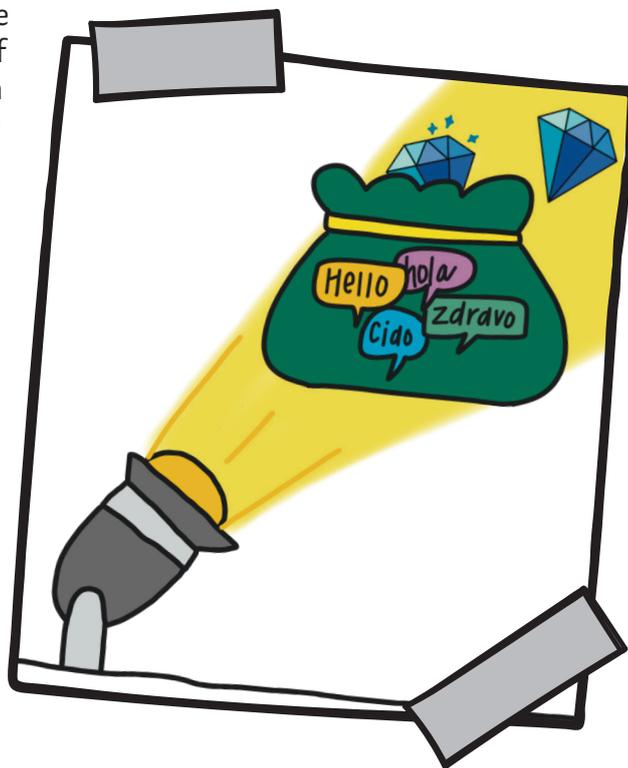
Who are the ... multilingual learners in my classroom and how do I get to know them?

A multilingual learner is a school-age student who speaks a language other than English. The terms *English learners, English language,* or *emergent bilingual students* are often used to describe these students. We use the term multilingual learners to reflect the fact that they are adding English language and literacy to their existing heritage or home language.

multilingualism is **ADDITIVE**
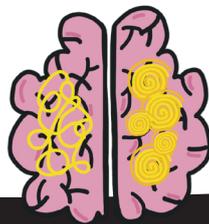
MYTHS AND MISCONCEPTIONS

- Multilingual learners from the same family will have the same cultural and linguistic experiences.
- Students with interrupted formal education should be placed in lower grade levels because they have missed years of school.
- Multilingual learners can't receive services for special education or gifted and talented education.

For discussion of these myths and misconceptions, visit the companion website: **qrs.ly/7qfu0qm**

DEFINING MULTILINGUAL LEARNERS

MLs make up 10% of school-aged children in the U.S.

representing about 400 different languages.

Hello hola zdravo ciao

Multilingual learners (MLs) comprise a fast-growing segment of school-age children, estimated at 10 percent nationally.[2] But this group of students is far from monolithic.

The super-diversity of this group encompasses about 400 different languages. Although most multilingual learners in our nation are born in the United States, we also have a varied population of newcomer students who were born elsewhere.

MULTILINGUAL *Learner*

We speak English AND...

Multilingual learners are beautifully diverse in culture, traditions, education, backgrounds, experiences, language and more, all of which can contribute to the richness of our schools. These students bring their whole selves with them as they walk into our classrooms.

These characteristics are assets, and we can use them to develop academic knowledge and build a sense of belonging. A sense of belonging is a strong predictor of academic achievement and attainment.[3]

hello

ola

TRADitions

Background Experiences

Culture

education

There are **more multilingual learners** in elementary than in secondary schools. This is mostly because many students meet the criteria to reclassify or exit English as a Second Language (ESL) programs by the time they reach sixth grade.

However, there is variance across states when it comes to being reclassified, sometimes known as redesignation. And redesignation rates predictably spike at the end of educational cycles of schooling—fifth grade, eighth grade, and eleventh grade.[4]

ML Enrollment

ML ROSTER
ML ROSTER
ML ROSTER
ML ROSTER

Notes

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Types of multilingual learners

Born in the U.S. Most MLs are U.S.-born citizens

Sequential MLs 1 → 2 Acquired a first language and later an additional

Simultaneous MLs Acquired two languages at the same time

Newcomer Born outside of the U.S. & within a certain time frame of entering U.S. schools

SLIFE Student with limited or interrupted formal education

Refugee/Asylee Forced to leave their homeland

LTEL Has not met criteria to reclassify for 6+ yrs

Dually Served Qualifies for both ESL/Bil and special education services

TYPES OF MULTILINGUAL LEARNERS

The landscape of MLs is more nuanced than was first appreciated decades ago, when students were defined only based on English fluency. The growing knowledge and sophistication of the education field has aided us in understanding that students arrive at school in various ways and are served differently. The term *culturally and linguistically diverse* is used by the U.S. Department of Education as a formal designation

Sequential MLs acquired a first language and then later acquired English. In general, the second language is acquired at any time after 5 years of age for a sequential multilingual learner. This means that they have heard and spoken a first language and possibly learned to read and write in that first language too, before they acquire the second.

Sequential MLs 1→2
Acquired a first language and later an additional

Simultaneous MLs

Acquired two languages at the same time
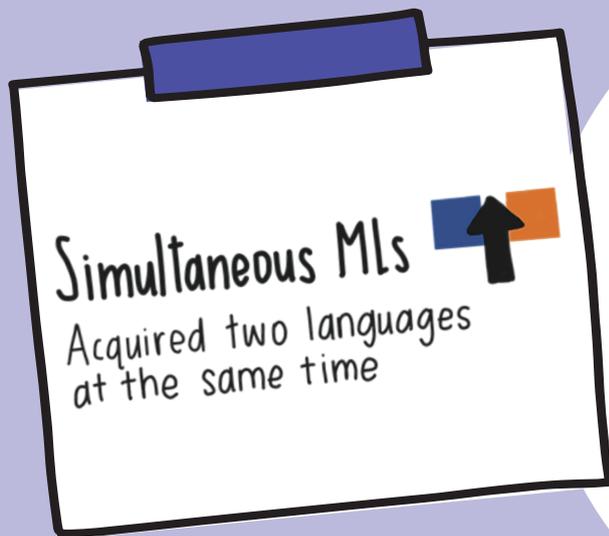
Simultaneous MLs have acquired two languages at the same time. They heard and spoke two languages since birth and then began to read and write in both of those languages. They grew up in two cultural communities. Simultaneous MLs themselves often grow up in a multilingual household.

Newcomers is a term used to describe newly arrived students to the United States. Although some newly arrived students do not qualify for ESL or bilingual programs because they are already fluent in English, others do. Newcomer students join our classrooms with a wide range of academic backgrounds and English proficiency.

Newcomer

Born outside of the U.S. & within a certain time frame of entering U.S. schools

SLIFE

Student with limited or interrupted formal education
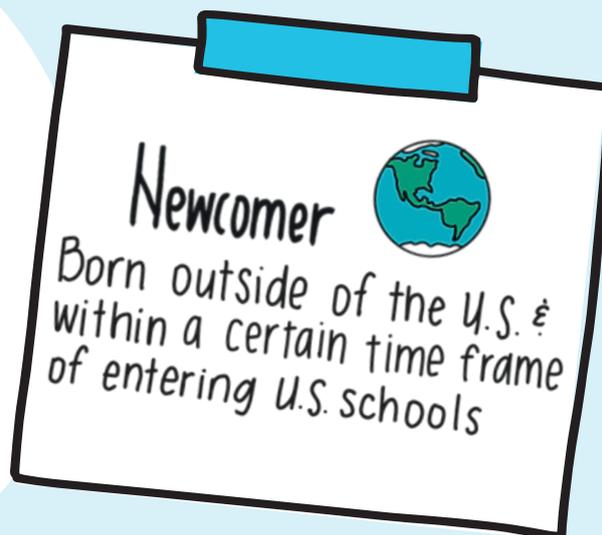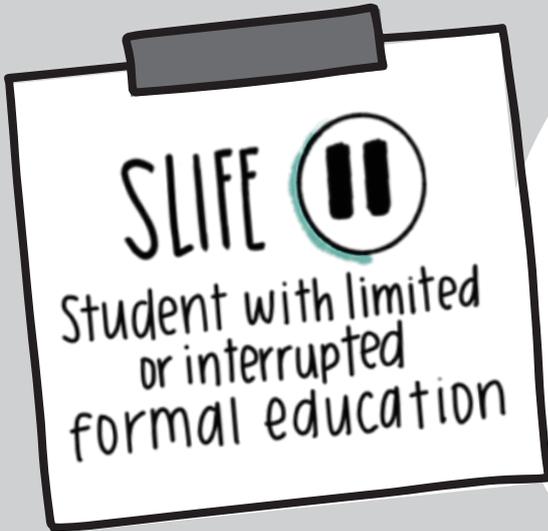
SLIFE/SIFE is an acronym for students with limited or interrupted formal education. SIFE stands for students with interrupted formal education. SLIFE/SIFE designation is rarer and includes students who did not attend school for significant periods of time. This lack of schooling may be due to traumatic experiences such as war, or lack of educational opportunities in their home country. In school districts lacking specialized program supports, SLIFE/SIFE students are often overage when compared to their grade level placement.[5]

Refugees/Asylees are students who have been forced to leave their country due to persecution or fear of persecution due to race, religion, nationality, or membership in a particular social group or political opinion.[6] Some refugees/asylees may also have interrupted learning.

Refugee/Asylee

Forced to leave their homeland

LTEL
Has not met criteria to reclassify for 6+ yrs
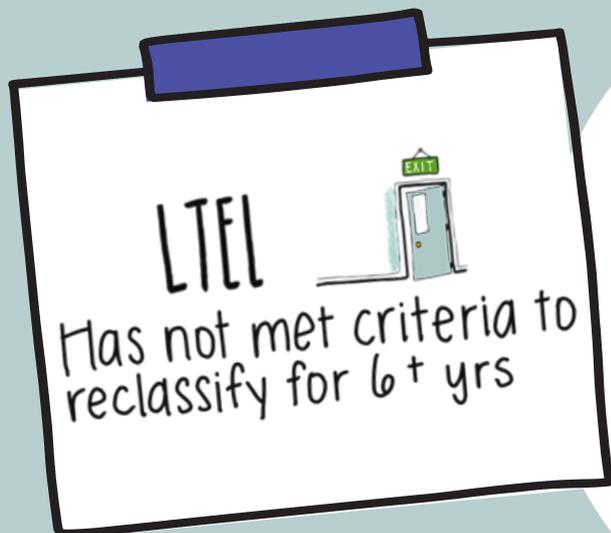
LTEL is an acronym that stands for long-term English learner. More recently the same students have been named experienced multilinguals (EMs), as this is to be a more asset-based term that acknowledges other capabilities. LTELs/EMs are multilingual learners who have been in ESL or bilingual programs for 6 or more years and have not yet met the criteria to reclassify.

Dually served multilingual learners are students who qualify for special education services as well as English language development supports.

Dually Served
Qualifies for both ESL/Bilingual <u>and</u> special education services

Notes

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UNIQUE PROFILES OF MULTILINGUAL LEARNERS

The language, academic, and social development of multilingual learners are further influenced by variables related to their histories. Their cultural heritage and birthplace are important factors, as is their socioeconomic status.[7] But so is their level of literacy attainment. Eighth-grader Antin is a member of a family who sought asylum after war broke out in their country. He had attended school since he was 4 years old and possessed strong academic literacies in his native language. His deep knowledge of spoken and written language gives him a boost in learning English.[8] However, the difference between his native language, which uses a Cyrillic alphabet, and the Roman alphabetic system of English creates a greater distance between the two and it may take him a bit longer to bridge the divide.

Even multilingual learners from the same household are not monolithic. Take for example, Ximena. Ximena's family immigrated to America from Ecuador when she was 16 and her youngest sister, Dominga, was 5. Although they arrived at the same time, they will meet their social, linguistic, and academic journey in vastly different ways. Because Dominga's age of acquisition of English coincides with the beginning of formal schooling, her instruction will focus on early literacy skills, while Ximena, who is nearing the end of high school, will require different supports to leverage her knowledge of Spanish as a bridge to English. While none of these factors is an absolute determinate, they each play some role in subsequent language acquisition.

MULTILINGUAL learners
are not monolithic
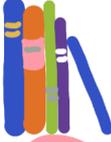
- Literacy
- Culture
- Birth Place
- Socioeconomics
- Language differences
- Educational opportunities
- Age of entry in U.S. Schools

NO School

Please resist the urge to reduce your multilingual learners' identities to a single factor of language proficiency designation. While categories such as Intermediate or Expanding are used by states to chart progress in English language development and distribute resources, these labels do not capture the whole child. It is a disservice to them to use language proficiency designations that limit opportunities to learn.

Here are eight questions you can ask your multilingual students to learn more about them to tailor instruction:

Eight questions to ask your MLs

ELEVATE YOUR PRACTICE

1. **Can you tell me about your experiences learning English?**

   - This question allows the student to share their journey of learning English, including any challenges or successes they've encountered

2. **What subjects or activities do you enjoy the most in school?**

   - Learning about the student's interests allows you to personalize lessons to better engage them in the classroom.

3. **Are there any particular areas of English (reading, writing, speaking, listening) that you find challenging? What aspects are easier for you?**

   - Understanding the student's strengths and weaknesses in different language skills can guide you in providing targeted support.

4. **What goals do you have for improving your English language skills?**

   - This question gives insight into the student's aspirations, allowing you to support the student's languaget learning goals.

5. **Can you share a little about important celebrations in your family?**

   - Learning about the student's cultural background can help you create a more inclusive and culturally responsive learning environment.

6. **What fun things do you do outside of school?**

   - Understanding the student's interests outside of academics allows you to make connections between classroom learning and the student's interests.

7. **Are there any specific topics or themes you're interested in exploring in class?**

   - Giving the student a voice in determining classroom content can increase their engagement and investment in their learning.

8. **How can I best support you in the classroom?**

   - This open-ended question invites the student to share their needs and preferences.

MULTILINGUAL learners

400 languages

Simultaneous MLs

Sequential MLs 1 → 2

LTEL   SIFE

Dually Served

Newcomer

≥ fastest growing group of students

Super diversity

culture • traditions • education
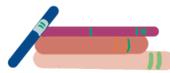
backgrounds • experiences • languages

ENVISION

Sentence frames are an instructional strategy used with students to scaffold oral and written language. Use these sentence frames to guide your analysis and interpretation of the infographic on the facing page.

One significant relationship or connection I observe is . . .

An interesting pattern that emerges is . . .

A key concept highlighted that I had not considered before is . . .

An element I want to use in my practice is . . .

What are the ...
social, cognitive, and academic benefits of being multilingual?

The **VALUE** of multilingualism

amor 사랑
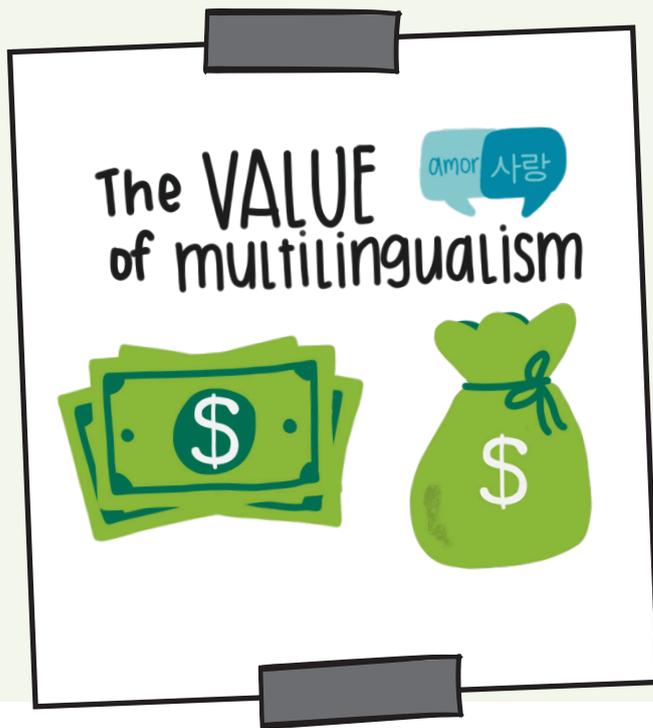
Historically students who were in English as a Second Language (ESL) and bilingual programs were seen from deficit lenses. Their lack of English proficiency was a focus. They were perceived as not knowing or not having language. We present the alternate view, the assets that multilingual learners possess and the benefits of knowing more than one language.
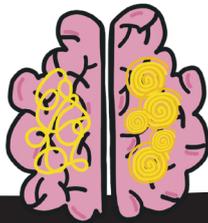
MYTHS AND MISCONCEPTIONS

- Multilingual learners must learn English before they can participate fully in grade-level instruction.
- Exposure to languages other than English will hinder English acquisition.
- Children who hear more than one language will be confused.

For discussion of these myths and misconceptions, visit the companion website: **qrs.ly/lcg95vd**

PROFICIENCY HAS BENEFITS
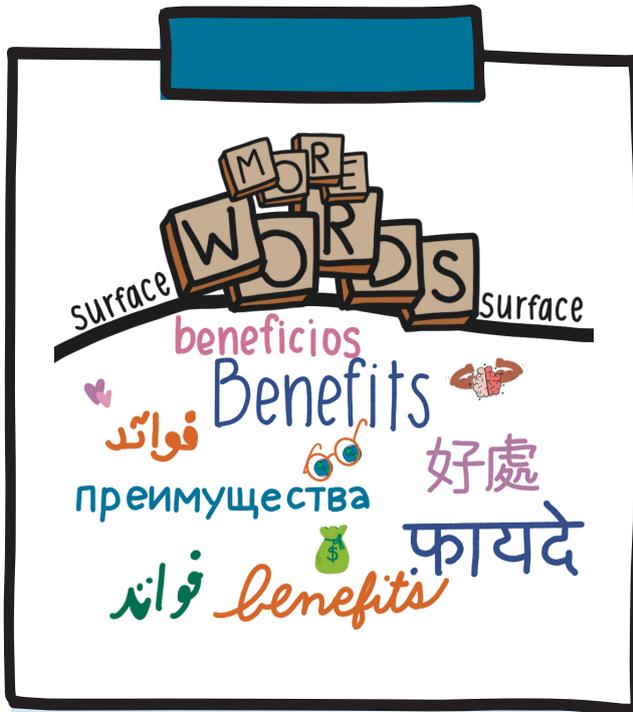
Contemporary research in psychology, neuroscience, and education have contributed the field's understanding that proficiency in multiple languages has profound positive effects on learning. Studies have demonstrated that people who are bilingual have more grey matter in their brains, which is associated with better decision-making and executive function.[9]

Earning potential increases for bilingual adults who are employed as hourly workers.[10] There appear to be health benefits, too, as bilingual adults as a group have delayed symptoms of dementia compared to monolingual adults.[11]

At the surface level, we may think that being multilingual is simply knowing more words. However the benefits of being multilingual are deeper and vast.

Sociocultural

Those who speak multiple languages can communicate with more people providing a deeper understanding of the world around them. In a global society, having the ability to communicate across countries and cultures is an advantage.

Multilingual people also may stay in closer contact with their ancestors and family members allowing them to maintain family bonds, history, traditions, and cultures. These family relations are important for identity and self-confidence.

higher levels of creativity & abstract thought
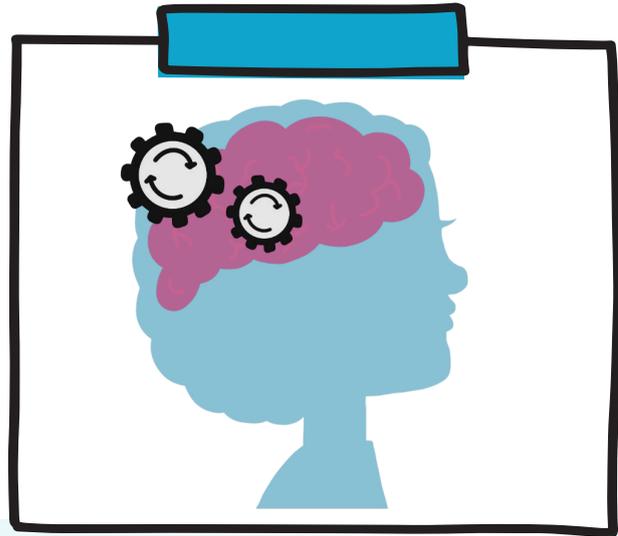
Cognitive

Studies have demonstrated that multilingual individuals have greater executive function and do better on cognitive tests than monolingual speaking peers.[12] Multilingualism has shown to enhance problem solving, the ability to move quickly from one task to another and, at the same time, focus attention to what is important.

In addition, research is showing that multilingualism is helping to delay and provide protection against cognitive decline. For example, studies suggest that multilingual patients develop Alzheimer's disease 4 to 5 years later than monolingual patients.[13]

☑ Problem solving
☑ Focus
☑ Attention
☑ Cognitive health

Educational and Economic

Being multilingual has been associated with greater creativity and higher levels of abstract thought. Multilingual people are known to be able to make connections with seemingly unconnected things.

Their ability to ignore irrelevant information and attend to important information is an obvious advantage both in educational settings and in the workforce. Speaking more than one language is an asset to employers.

Many companies and organizations seek out individuals who are multilingual.

NOW HIRING

APPLICATION

Bilingual applicants needed!

Bilingual applicants will recieve BONUS Pay!

BEING MULTILINGUAL IS AN ASSET.

Notes

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the SOCIAL, COGNITIVE, and ACADEMIC benefits of being MULTILINGUAL

enhanced communication in a *global* society

greater executive function

higher levels of creativity & abstract thought

ELEVATE YOUR PRACTICE

Model the use of languages other than English by speaking in languages other than English. This may mean learning a few important words in languages that your students speak.

Show authentic interest in their other languages. Smile when you hear them speak and ask questions.

Showcase languages other than English on he walls of the classroom. Label the room in the languages your students speak and invite students to help.

Make texts available in languages other than English.

Having texts available side-by-side in both languages is a great way to honor student's other languages while also scaffolding language acquisition and supporting content learning.

The powerful gift of BILINGUALISM

[MULTILINGUALISM]

Links families

Promotes creativity

Increases focus

Activates multitasking

Enables worlaly views
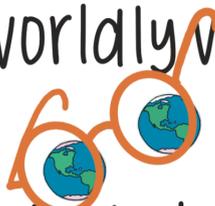
Stimulates the brain

Promotes brain health

Opens the mind

Teaches empathy

Enhances communication skills

Expands job opportunities

Fosters friendships

Creates connections between cultures

40

ENVISION

Sentence frames are an instructional strategy used with students to scaffold oral and written language. Use these sentence frames to guide your analysis and interpretation of the infographic on the facing page.

One significant relationship or connection I observe is . . .

An interesting pattern that emerges is . . .

A key concept highlighted that I had not considered before is . . .

An element I want to use in my practice is . . .

How do we...
protect the rights of multilingual learners?

There are several federal and state laws and regulations that provide guidance to school systems about protecting the rights of multilingual learners. For example, Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1976, require that schools must ensure that students learning English as an additional language can participate meaningfully and equally in educational programs.

This has generated a significant focus on compliance and ensuring that the letter of the law is implemented. It's important to follow the laws and there are specialists who guide school systems in compliance. And it's important that the routines and procedures in the classroom meet the spirit of the law.

LAWS & REGULATIONS

the letter of the law

ensure meaningful and equal participation
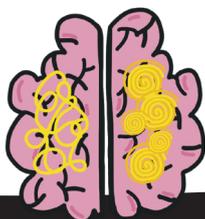
MYTHS AND MISCONCEPTIONS

- The laws protecting multilingual learners are overwhelming and impossible to follow.
- The laws require that multilingual learners be segregated from other students.
- The laws and regulations tie the hands of school systems and there is little room for innovation in meeting students' needs.

For discussion of these myths and misconceptions, visit the companion website: **qrs.ly/ivg95vi**

IDENTIFYING AND ASSESSING ALL POTENTIAL MULTILINGUAL LEARNERS

School systems must have procedures in place to quickly, accurately, and efficiently identify students who may be learning English as an additional language. In nearly every state in the United States, the identification of English learners begins with a survey given to parents that solicits information about the languages used by the student. The home language survey is so common that many people believe that is required under federal law.

There is no law in the United States that mandates the home language survey. Rather, the law requires that states must identify students who need language support to be successful in school.

Federal law defines a student in need of language support as one "who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency" or who "comes from an environment where a language other than English is dominant."[14]
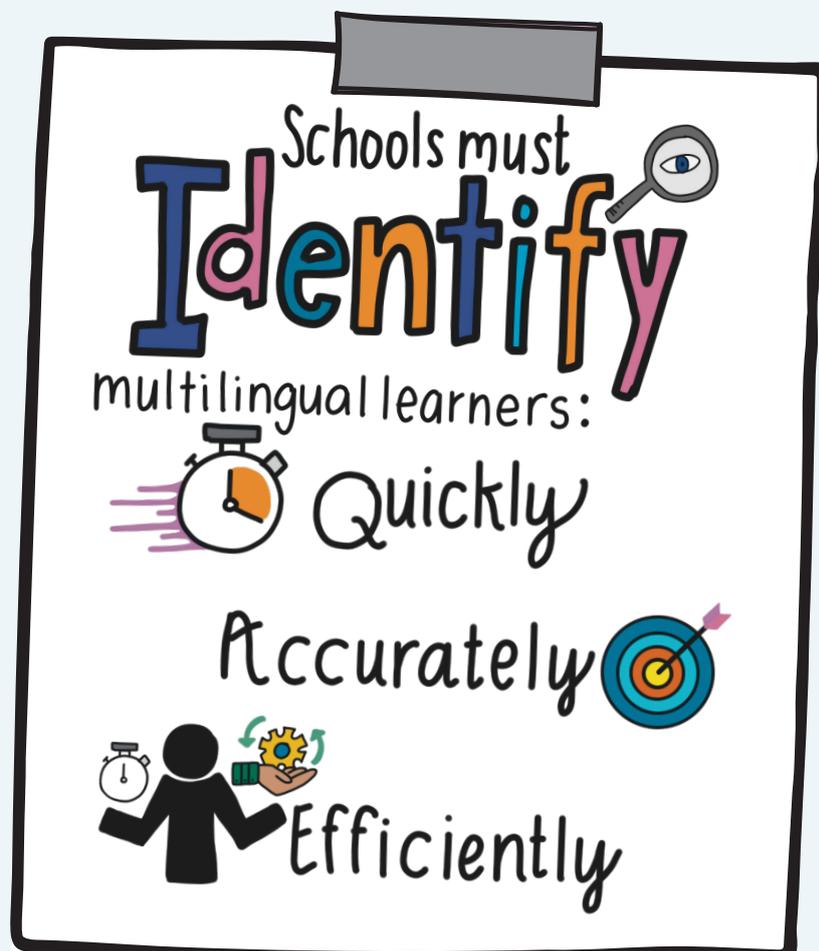
Schools must Identify multilingual learners:
Quickly
Accurately
Efficiently

FEDERAL

LAW

defines a student in need of language support as one

Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency

OR

Who comes from an environment where a language other than English is dominant

A-Z

Questions on the California Home Language Survey[15] include the following (the tool is available in many languages for parents to complete):

- Which language did your child learn when they first began to talk?
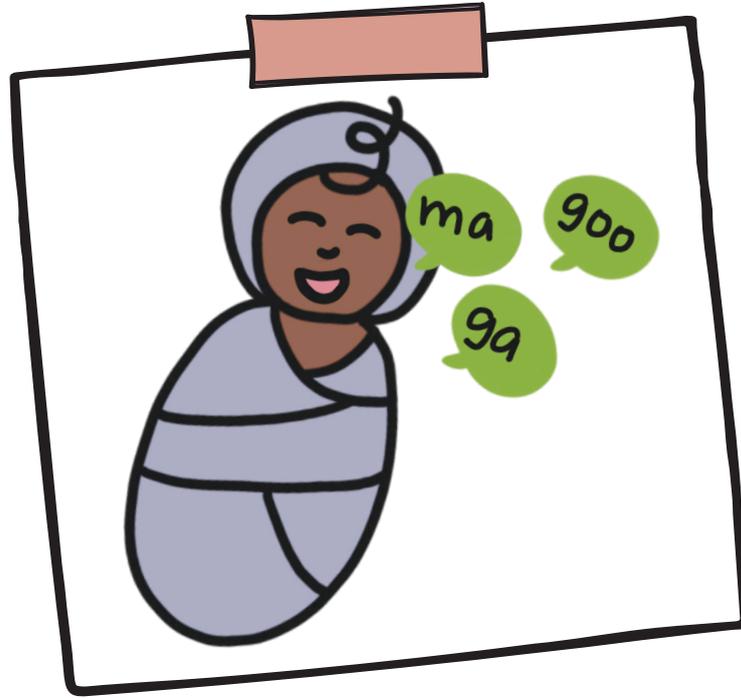
- Which language does your child most frequently speak at home?
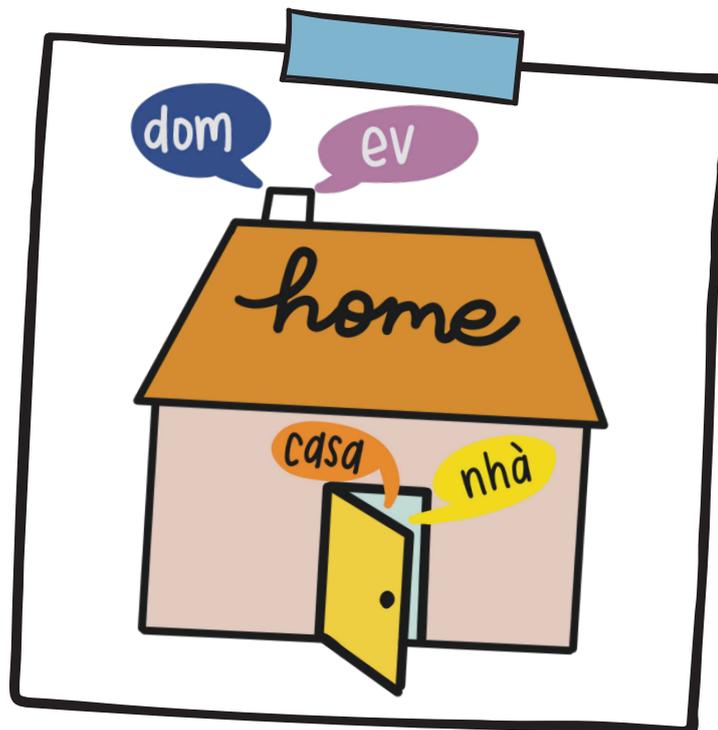
- Which language do you (the parents or guardians) most frequently use when speaking with your child?

- Which language is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

If any answer to any of the questions is other than English, the student will be assessed for proficiency in English. Based on the results, students will be offered supplemental services to foster their language development.

PROVIDING LANGUAGE ASSISTANCE AND MEANINGFUL ACCESS TO THE CURRICULUM

Multilingual learners are entitled to supports and services that foster their proficiency in English. They must be provided language assistance services to participate equally in the standard educational program in a reasonable amount of time.

This stems from a Supreme Court decision, *Lau v. Nichols* in 1974, that resulted in the requirement for school systems to "*take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*"[16] Although we would not consider it a language deficiency today, the impact of this rule reverberates more than 50 years later.

The debate is, what are the appropriate supports and services? Schools and districts must choose a program model that meets their students' needs, but the laws do not dictate which program model schools must use. The programs must be based on sound educational theory and practice.

Importantly, schools may not segregate students based on their national origin or language learning status. Schools can implement programs that require multilingual learners to receive separate, supplemental instruction for a limited part of the day or a limited period of time (such as a newcomer program) but the expectation is to identify programs that result in the least amount of segregation possible to achieve the goals of the program.

Multilingual learners must have the opportunity to participate in any other educational programs offered by the school such as magnet, gifted and talented, career and technical, advanced placement, arts, athletics, International Baccalaureate, clubs, and honor societies.

MONITORING AND EXITING FROM PROGRAMS AND SERVICES

Schools must have a system in place to monitor the progress of multilingual learners that ensures they achieve English proficiency and acquire content knowledge in a reasonable amount of time. The laws do not require maintenance and expansion of home or heritage language, but wise educators know that it is important to ensure that students continue to use, practice, and develop their home languages as well.

There are several ways to monitor progress and the systems used are typically designed at the state and district level. The important part for educators is to implement the monitoring tools and use that information to make improvements in students' educational experiences. Failure to do so violates the law as it would prevent appropriate interventions from occurring. This includes an annual assessment in reading, writing, speaking, and listening that is aligned with state standards.

Students exit supplemental services and supports when they have demonstrated proficiency in English, including reading, writing, speaking, and listening. When students are reclassified or redesignated, which is the language used to indicate that students no longer qualify for services, the school system must continue to monitor the progress of students for four additional years or until they graduate, whichever comes first.
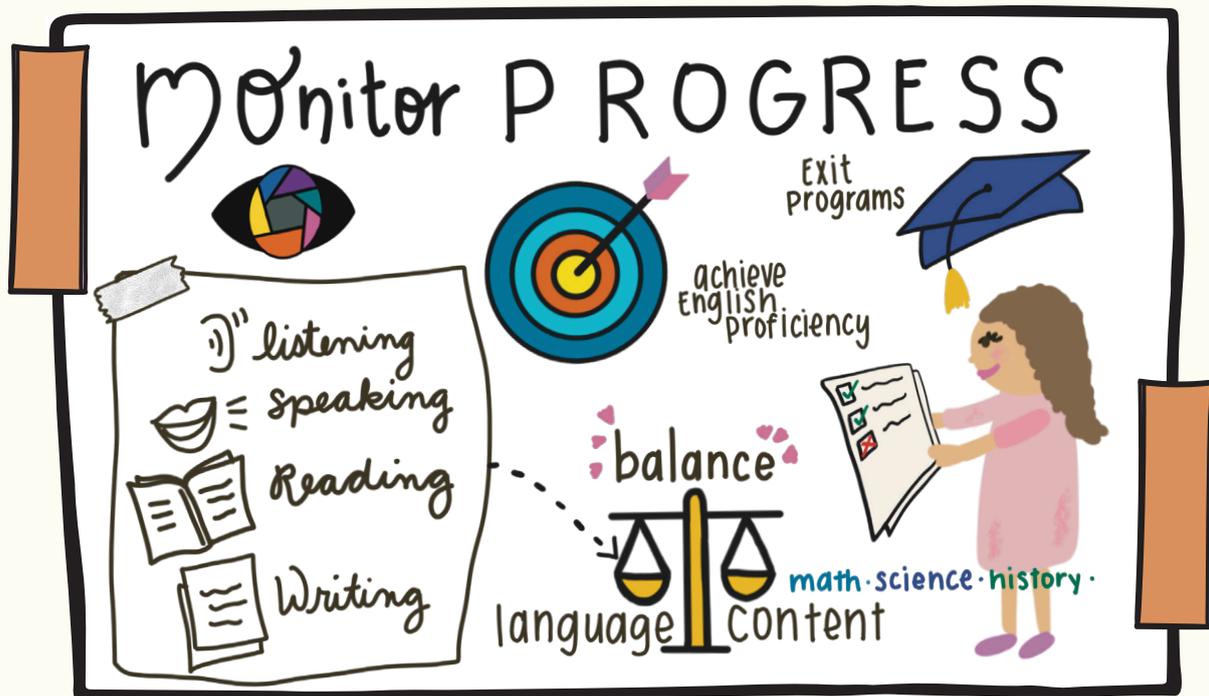
5 Stages — highly qualified teacher — High-Quality Learning Experiences for MLs

Part of the regulations for supporting multilingual learners focuses on the qualifications of the educators. The teachers and instructional assistants must be highly qualified, as defined by federal and state guidelines, and must have access to professional learning.

There are stages to the learning and skills of educators when it comes to the education of multilingual learners. Many educators start at stage 1 but others have formal or personal experiences that raise their starting place. Consider these stages and identify your placement and what you would like to do next to continue your learning.

	Domain	Key concepts
	Stage 1: *Contextual Knowledge*	• I know my students and the local context. • I understand the achievement and proficiency profiles of students. • I can describe programmatic features for supporting multilingual learners. • I am familiar with cultural norms and traditions.
	Stage 2: *Pedagogical Knowledge*	• I can integrate language development into content area learning. • I capitalize on home and heritage language strengths to build proficiency. • I address language proficiency in daily teaching. • I promote competence of students within the school community. • I build community and a sense of belonging in the classroom. • I foster connections between home and school.
	Stage 3: *Assessment Knowledge*	• I have assessment practices for determining proficiency and monitoring progress. • I collect evidence of student learning in daily teaching. • Creating and implementing testing accommodations based on language proficiency. • I use assessment information to improve teaching and learning. • I collaborate with families regarding assessment decisions and problem solving.
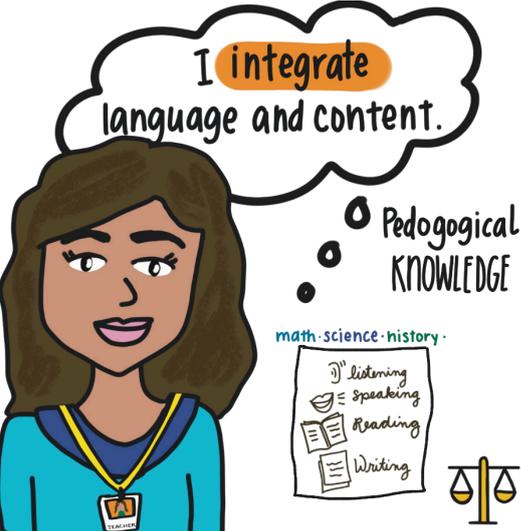
	Domain	Key concepts
	Stage 4: *Intervention Knowledge*	• I have early warning systems for students who may benefit from intervention. • I use progress monitoring and diagnostic tools with targeted students. • I understand the role of true peers in interpreting data. • I organizer collaborative partnerships among school educators, parent educators, and specialists. • I provide innovative family or parent/guardian literacy and numeracy programs.
	Stage 5: *Expert Knowledge*	• I inform educational partners about multilingual learner issues. • I coach and mentor other educators to increase their expertise. • I seek knowledge of current research about language development. • I lead efforts to create more "homelike" schools that capitalize on family practices of teaching and learning.

Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PROTECTING the RIGHTS of MULTILINGUAL Learners

What are the appropriate supports and services?

SOUND educational theory & Practice

highly qualified teachers

LAWS

Lau v. Nichols 1974
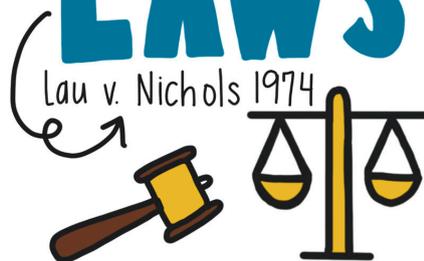
meaningful access to curriculum

HLS

Identify & assess

54

ENVISION

Sentence frames are an instructional strategy used with students to scaffold oral and written language. Use these sentence frames to guide your analysis and interpretation of the infographic on the facing page.

One significant relationship or connection I observe is . . .

An interesting pattern that emerges is . . .

A key concept highlighted that I had not considered before is . . .

An element I want to use in my practice is . . .

What are the ...
goals of multilingual education?

The goals of multilingual learner education are aimed at supporting students who are acquiring proficiency in English as an additional language. Multilingual learner education supports the development of bilingualism and biliteracy, where students maintain and develop proficiency in their home language(s) while acquiring English proficiency. This facilitates cognitive development, academic achievement, and cross-cultural understanding.

Multilingual education in one form or another has been part of the landscape since colonial times. Even when schooling was not a guarantee, people recognized the importance of the shared language of the community as a means to sustain and grow economically and socially. In pre-1700 colonial America, an estimated 18 clanguages, in addition to those spoken by Indigenous peoples, were used. In fact, anti-British sentiments of the time fostered debate about whether "barbarous English" should be eliminated altogether.[17, 18]

the GOALS of multilingual education
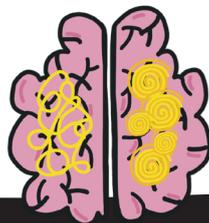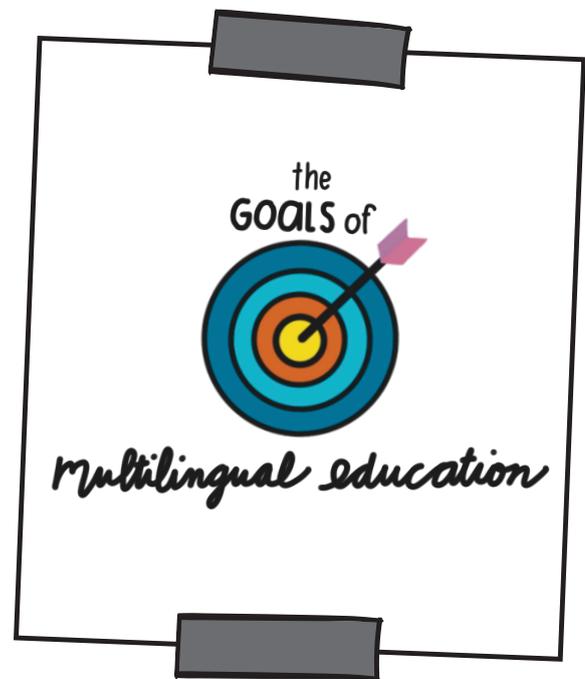
MYTHS AND MISCONCEPTIONS

- Controversies about language development in schools first emerged in the 20th century.
- The goal of multilingual education is English development.
- The only way to promote English development is to suppress the use of other language at school.

For discussion of these myths and misconceptions, visit the companion website: **qrs.ly/ieg95vp**
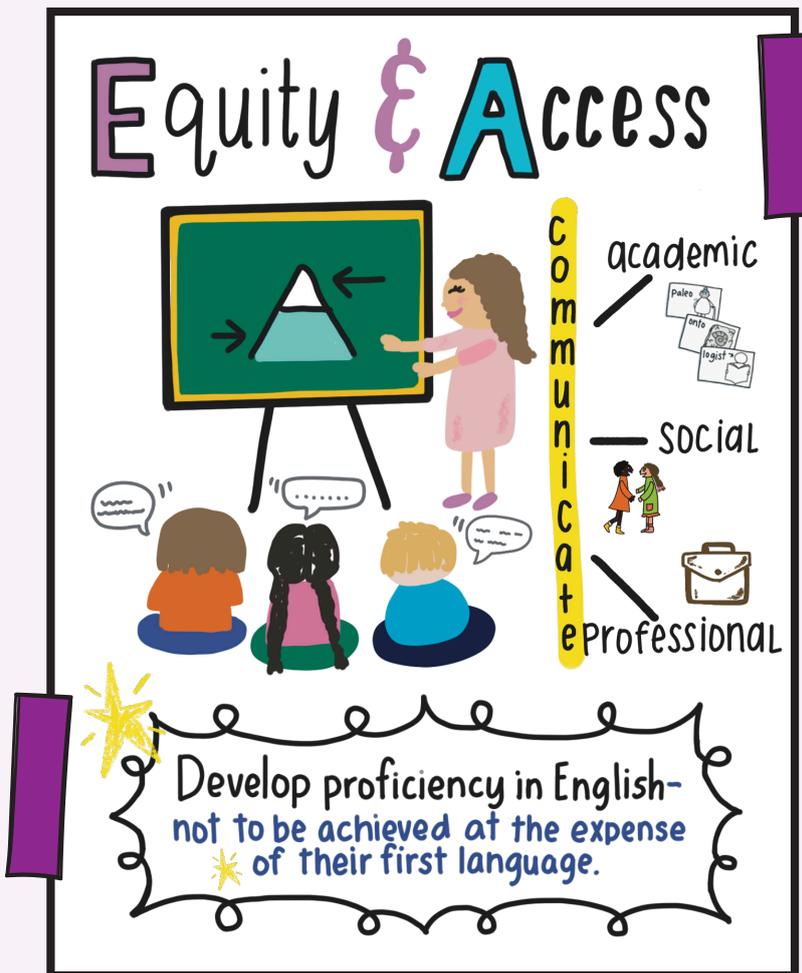
At its center, multilingual education ensures that all students, regardless of linguistic background, have equitable access to high-quality education and opportunities for academic success. An important goal of multilingual learner education is for students to develop proficiency in English, enabling them to communicate effectively in academic, social, and professional settings. Importantly, this is not to be achieved at the expense of their first language. Many multilingual adults today still recall when they were forbidden to speak their home language in school. Misguided efforts to eradicate any language other than English from being used at school led to many harmful effects, including language shame and loss of first language maintenance and the ability to communicate at home.[19] Multilingual learner education aims to support students in accessing and comprehending academic content across various subjects.

This includes developing language skills necessary for reading, writing, listening, and speaking in English to succeed academically.

In addition to English language development, multilingual learner education seeks to ensure that students achieve mastery of grade-level content standards across subject areas. This involves providing appropriate scaffolding, resources, and instructional strategies to facilitate understanding and learning that lead to content mastery.

SOCIAL INTEGRATION, COMMUNICATION SKILLS, AND EMPOWERMENT

Reading • Writing • Listening • Speaking in all content areas with scaffolds, resources, & instructional strategies

A second broad goal of multilingual learner education aims to equip students with the social and communication skills necessary for meaningful interaction and collaboration with peers, teachers, and members of the broader community. Effective classrooms have a high level of social cohesion, defined as "positive interpersonal relations between students, a sense of belonging of all students, and group solidarity."[20]

In other words, how do young people communicate, resolve problems, and learn together? Do members feel a sense of belonging? Do they have a sense of the common good? Teachers leverage social cohesion to accelerate learning, and these conditions are driven by the social integration and communication skills of its members, including multilingual learners.

positive interpersonal relationships · a sense of belonging · group solidarity

Related to social development is emotion growth, especially in the realm of empowerment and self-advocacy. Educators strive to empower multilingual learners to advocate for their own learning needs and navigate educational systems effectively. This includes promoting self-confidence, self-awareness, and a sense of agency in their academic journey.

CULTURALLY COMPETENT GLOBAL CITIZENS

Educators strive to foster cultural competence among multilingual learners, helping them navigate diverse cultural contexts and develop an appreciation for their own cultural backgrounds as well as those of others. Cultural competence contributes positively to the other major goals of multilingual education—academic and social integration and communication.

Students who are culturally competent are better equipped to navigate linguistic and nonverbal cues, which are vital in intercultural interactions. They can adapt their communication styles to accommodate different cultural norms, thus improving collaboration and teamwork. Moreover, cultural competence promotes academic success. By embracing diverse viewpoints, students gain access to a broader range of ideas and experiences, enriching their learning environment. This exposure prepares them for the globalized workforce, where cross-cultural communication skills are highly valued.

navigate diverse cultural contexts

appreciate their own culture

improve collaboration and teamwork

GLOBAL citizens

gain access to a broader range of ideas & experiences

adapt communication styles
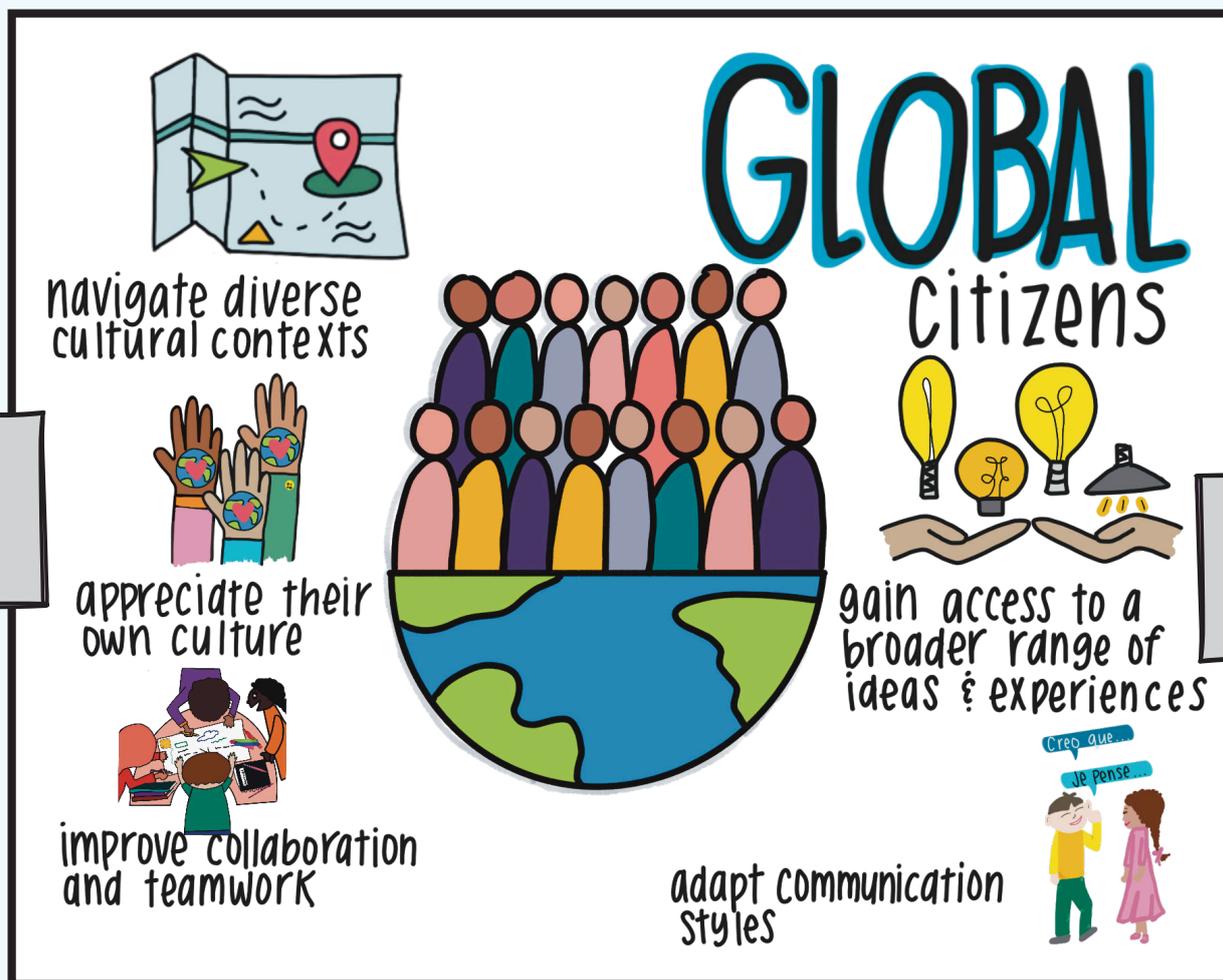
Social integration and communication among peers is an essential aspect of academic learning, but one that is sometimes overlooked unless a problem arises.

Consider how you can use or enhance your current practices to achieve this important goal of multilingual education.

ELEVATE YOUR PRACTICE

Use hands-on group projects to promote social and academic interactions.

Small group student projects allow young people to build relationships with their peers. You can enhance projects by making sure they are not strictly linguistically based by including visuals. Interact with groups who have members that are ML so you can provide scaffolding as needed. If there is a language broker (another student who shares the same first language), consider including them as members of the small group.

Create opportunities for students to provide and seek feedback from peers.

Build the social cohesion of your class by providing regular opportunities for students to give and seek feedback from peers. Be sure to teach students how to do so, first! One method is to ask students to place one piece of work on their desk for which they would like feedback. Students circulate and leave stickies on 3 to 5 peers' desks where they pose questions and provide encouragement.

In my casa we...

Encourage students to use their native language in their learning.

Multilingual learners move rapidly back and forth between L1 (first language) and L2 (second language) to make meaning. These students should be encouraged to use L1 whenever they need to. For instance, initial discussions with peers about a topic can be conducted in their first language as a means for them to more fully tap into prior experiences and background knowledge. Then have a member of the group report out using the language of instruction.

the GOALS of Multilingual education

develop LANGUAGE

ENGLISH SPANISH URDU

listening, speaking, reading, & writing

belonging solidarity

Global citizens

to communicate

academically, socially, & professionally

grade level CONTENT
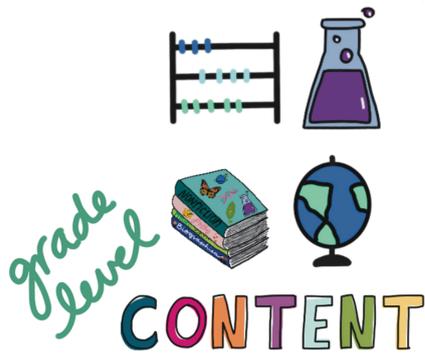
friends relationships
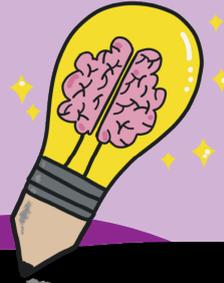
WORK post secondary

ENVISION

Sentence frames are an instructional strategy used with students to scaffold oral and written language. Use these sentence frames to guide your analysis and interpretation of the infographic on the facing page.

One significant relationship or connection I observe is . . .

An interesting pattern that emerges is . . .

A key concept highlighted that I had not considered before is . . .

An element I want to use in my practice is . . .

How does ...
language develop? And how will I know my students' linguistic proficiency?

THE PROCESS OF LANGUAGE DEVELOPMENT

Language develops in generally predictable ways. All of us, regardless of whether it is our first language or fourth language, start in a preproduction phase and, with learning and practice, progress through to increasingly advanced levels. Generally speaking, acquiring proficiency in a language requires 5 to 7 years and is significantly influenced by factors such as current level of linguistic proficiency in other languages, the status of the new language, and the need or motivation to learn a new language.

Language develops in generally predictable ways.

LANGUAGE DEVELOPMENT
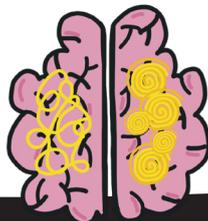
MYTHS AND MISCONCEPTIONS

- Language develops differently in different languages.
- English is harder to learn than other languages.
- Academic proficiency in a language is easy to accomplish in a couple of years.

For discussion of these myths and misconceptions, visit the companion website: **qrs.ly/vcg95vv**

The PHASES of Language Development
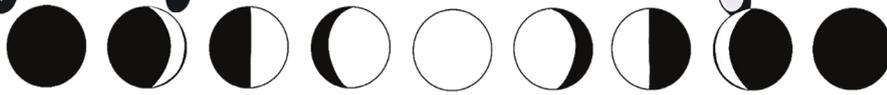
1 — 0-6 months — **Preproduction** — the SILENT Period.

2 — 6 months to 1 year — **early Production**

3 — 1-3 years — **Speech emergent**
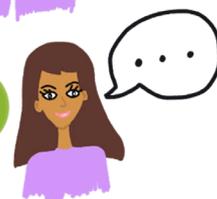
4 — 3-5 years — **intermediate fluency**
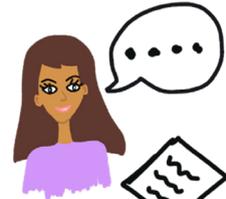
5 — 5-7 years — **advanced fluency**

The PHASES of Language Development
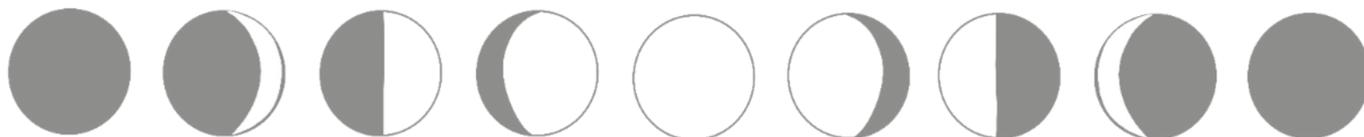
1 preproduction

0-6 months

commonly **characterized by:**

nonverbal responses such as pointing, nodding, & gestures

listening

the SILENT Period •

students can:

Listen • Observe • Label • Match • Locate • Classify • Show • Categorize

The PHASES of Language Development
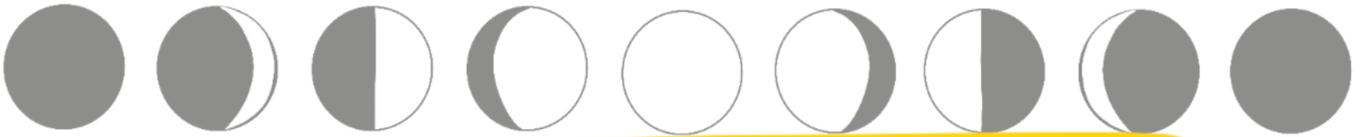
2 early production

commonly

6 months to 1 year

listening

characterized by:
Greater listening comprehension & production of simple sentences

students can:
DRAW · LIST · NAME · RECALL · UNDERLINE · POINT OUT · ORGANIZE

The PHASES of Language Development
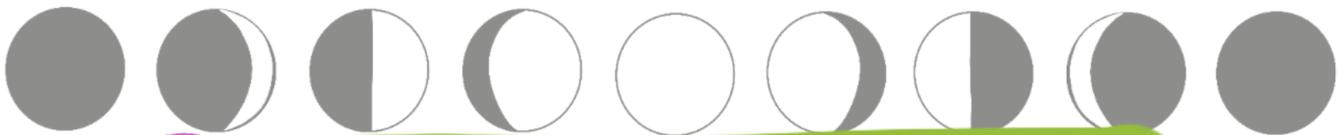
3 Speech Emergent

1-3 years

commonly characterized by:

Greater comprehension & simple sentence production with errors
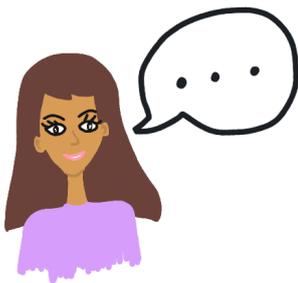
Students can:

RESTATE · COMPARE · TELL · MAP · DESCRIBE · QUESTION ·

The PHASES of Language Development
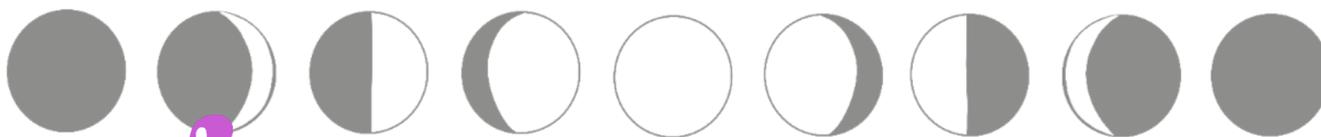
4 intermediate fluency

commonly

characterized by :

increased ability to **express ideas, thoughts, & feelings** with more accuracy

3-5 years
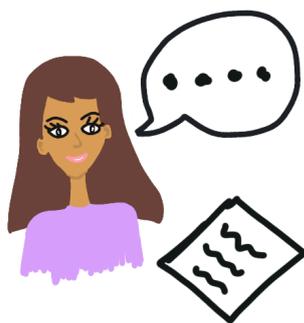
students can:

PREDICT · EXPRESS · CREATE · EXPLAIN · CONTRAST · REPORT · EVALUATE

The PHASES of Language Development
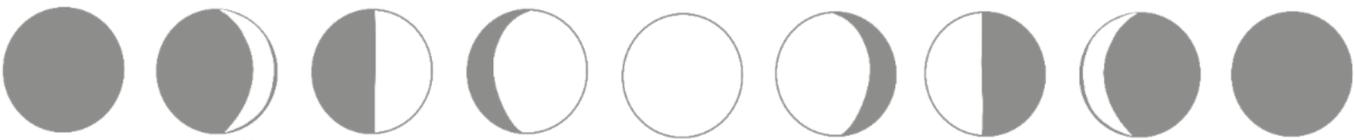
5 advanced fluency

5-7 years

commonly **characterized by** :

Production of language **comparable** to same age native speakers

students can:

SUMMARIZE · INFER · REWRITE · OUTLINE · ASSESS · CRITIQUE

There are stages that learners progress through as they reach increasing proficiency in English. These are called different things in different parts of the country.

WELCOME TO TEACHING MULTILINGUAL LEARNERS!
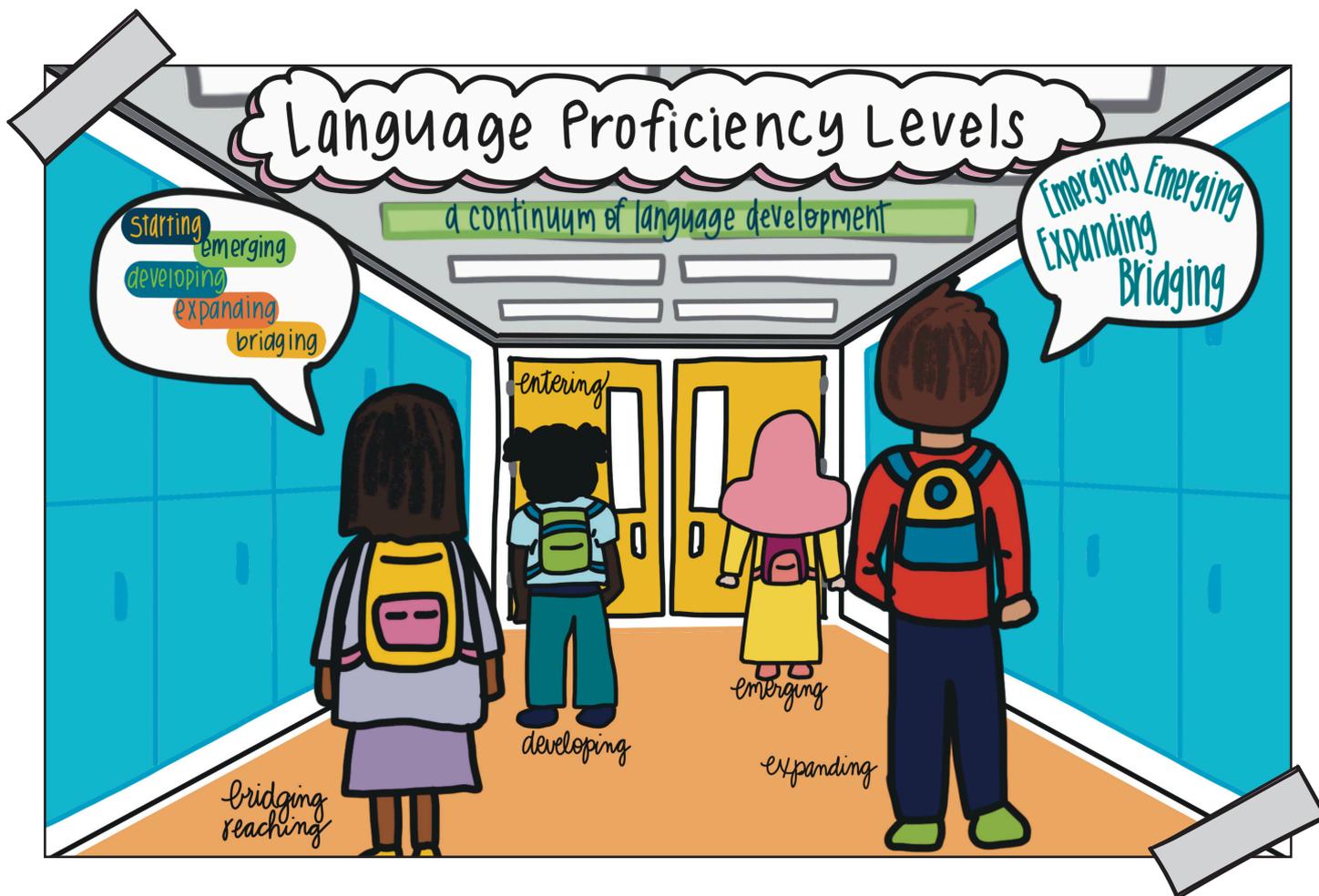
PATTERNS OF EARLY, MIDDLE, AND LATER STAGES OF LANGUAGE DEVELOPMENT

Common patterns of language development have been observed and allow educators to estimate the current proficiency levels and align instruction to those levels.

|	Early Stages of Language Development	Middle Stages of Language Development	Later Stages of Language Development
Listening and Speaking	• Answer simple questions with one- to two-word responses. • Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). • Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases). • Use common social greetings and simple repetitive phrases independently (e.g., "Thank you." "You're welcome."). • Ask and answer questions by using phrases or simple sentences. • Retell stories by using appropriate gestures, expressions, and illustrative objects.	• Ask and answer instructional questions by using simple sentences. • Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. • Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. • Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns).	• Demonstrate understanding of most idiomatic expressions (e.g., "Give me a hand.") by responding to such expressions and using them appropriately. • Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.

	Early Stages of Language Development	Middle Stages of Language Development	Later Stages of Language Development
Reading	• Recognize and produce the English phonemes that are like the phonemes students hear and produce in their home language. • Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). • Demonstrate comprehension of simple vocabulary with an appropriate action. • Retell stories by using simple words, phrases, and sentences. • Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike, preheat), synonyms (e.g., big, large), and antonyms (e.g., hot, cold). • Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences. • Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (who, what, when, where, and how).	• Produce English phonemes while reading aloud. • Recognize sound and symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics). • Use increasingly complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. • Recognize simple antonyms and synonyms (e.g., good, bad, blend, mix) in written text. Expand recognition of them and begin to use appropriately. • Read simple vocabulary, phrases, and sentences independently. • Read narrative and expository texts aloud with the correct acing, intonation, and expression. • Recognize that some words have multiple meanings and apply this knowledge to written text. • Recognize the function of connectors in written text (e.g., first, then, after that, finally). • Understand and follow simple written directions for classroom-related activities. • Respond to comprehension questions about text by using detailed sentences (e.g., "The brown bear lives with his family in the forest.").	• Apply knowledge of sound and symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). • Apply knowledge of academic and social vocabulary while reading independently. • Interpret the meaning of unknown words by using knowledge gained from previously read text. • Understand idioms, analogies, and metaphors in conversation and written text. • Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. • Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. • Write a brief summary (two or three paragraphs) of a story.

	Early Stages of Language Development	Middle Stages of Language Development	Later Stages of Language Development
Writing	• Copy the alphabet legibly. • Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). • Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). • Write phrases and simple sentences that follow English syntactical order.	• Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history–social science). • Follow a model given by the teacher to independently write a short paragraph of at least four sentences. • Write simple sentences about an event or a character from a written text. • Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	• Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. • Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. • Write a multi-paragraph essay with consistent use of standard grammatical forms.

Use a primary language informal assessment to find out more about your students who are developing language proficiency. Use the information from the informal assessment to plan learning experiences.

WELCOME TO TEACHING MULTILINGUAL LEARNERS!
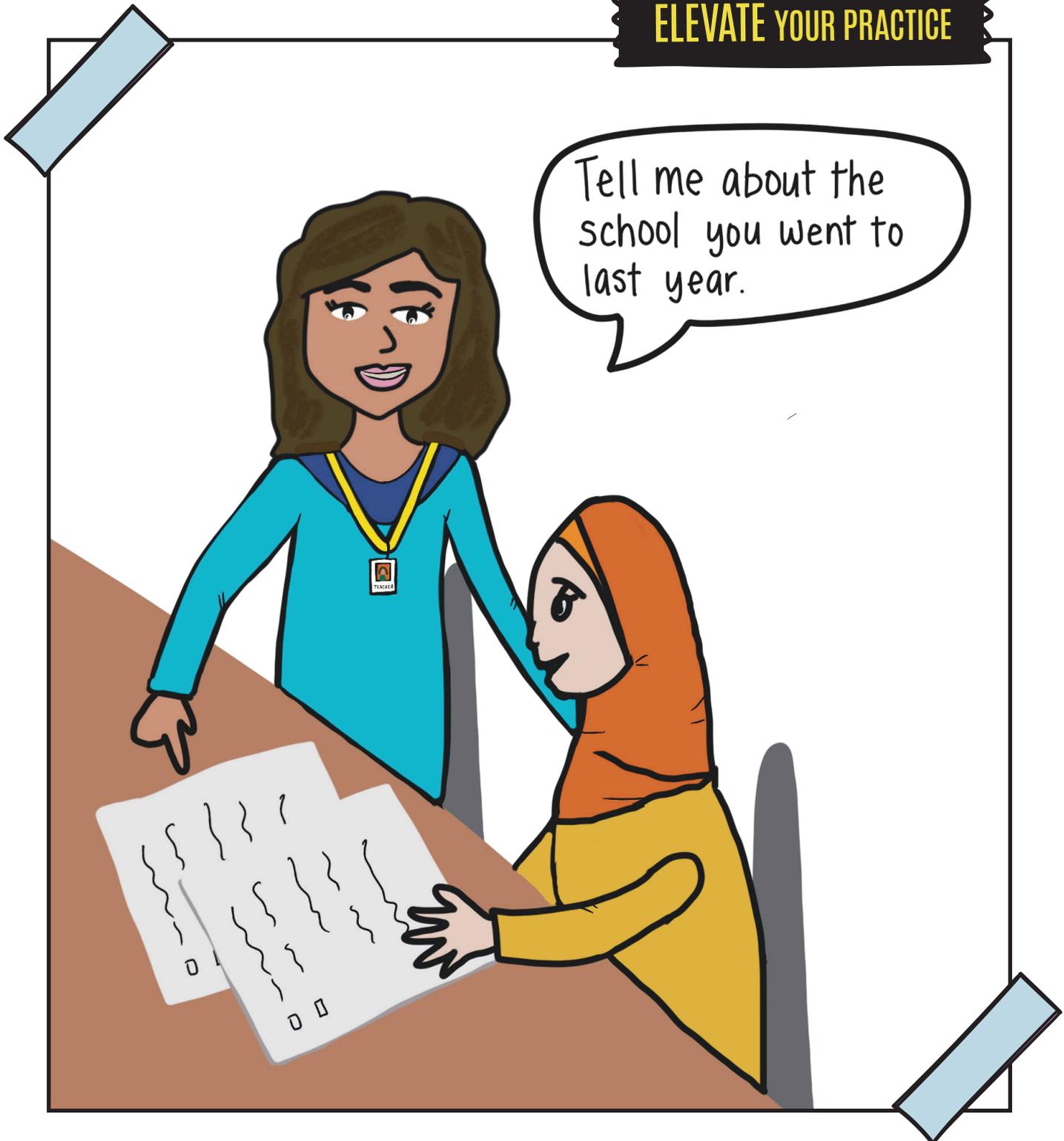
Date: **Interviewer:**

Information provided by (check one):   [   ] student   [   ] parent   [   ] other

Student name: .... ID Number: ....

School: .... Grade: ....

Language(s) other than English identified on the home language survey:

....

1. How many years of school has the student attended?   ....

2. Where was the school(s) located?   ....

3. What is highest grade level the student reached?   ....

4. What language(s) does the student use with friends, brothers/sisters, grandparents, extended family, and/or neighbors?

....

5. Can the student read in .... ? [   ] yes   [   ] no
   (language on home language survey)

6. Can the student write in .... ? [   ] yes   [   ] no
   (language on home language survey)

7. Is the student being taught .... privately? [   ] yes   [   ] no
   (language on home language survey)

8. Is the student's language the same/worse/better than peers the same age? ....

LANGUAGE Development

Proficiency takes up to 5 to 7 years

Thank you for your patience.

But states use different terms

WORDS

predictable phases

preproduction

early production

speech emergent

intermediate fluency

advanced fluency

Influenced by:

🍃 Proficiency in other languages

🍃 Status of the new language

🍃 The need or motivation to learn a new language

and more

ENVISION

Sentence frames are an instructional strategy used with students to scaffold oral and written language. Use these sentence frames to guide your analysis and interpretation of the infographic on the facing page.

One significant relationship or connection I observe is . . .

An interesting pattern that emerges is . . .

A key concept highlighted that I had not considered before is . . .

An element I want to use in my practice is . . .