

Engaging Multilingual Newcomers

Instruction

Presented by:
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Based on WIDA's eWorkshop

Classroom Teachers: Engaging Multilingual Newcomers

Shared Language

- Multilingual Learner
- Multilingual Newcomer
- Acculturation
- Family
- Trauma
- Students with Limited or Interrupted Formal Education (SLIFE)

Learning Objectives

Participants will develop a deeper understanding of key instructional practices in the areas of:

- Teacher Actions
- Student Actions
- Leveraging Primary or Home Languages in the Classroom
- Supporting Meaningful Language Use.

Learning Objectives

Participants will be able to describe effective actions for surfacing student assets for greater engagement in instruction and assessment.

Instruction for Engagement

**Gather
Information**

**All Language
Domains**

**Surface Student
Assets**

Language Practice

**Language as
Meaning Making**

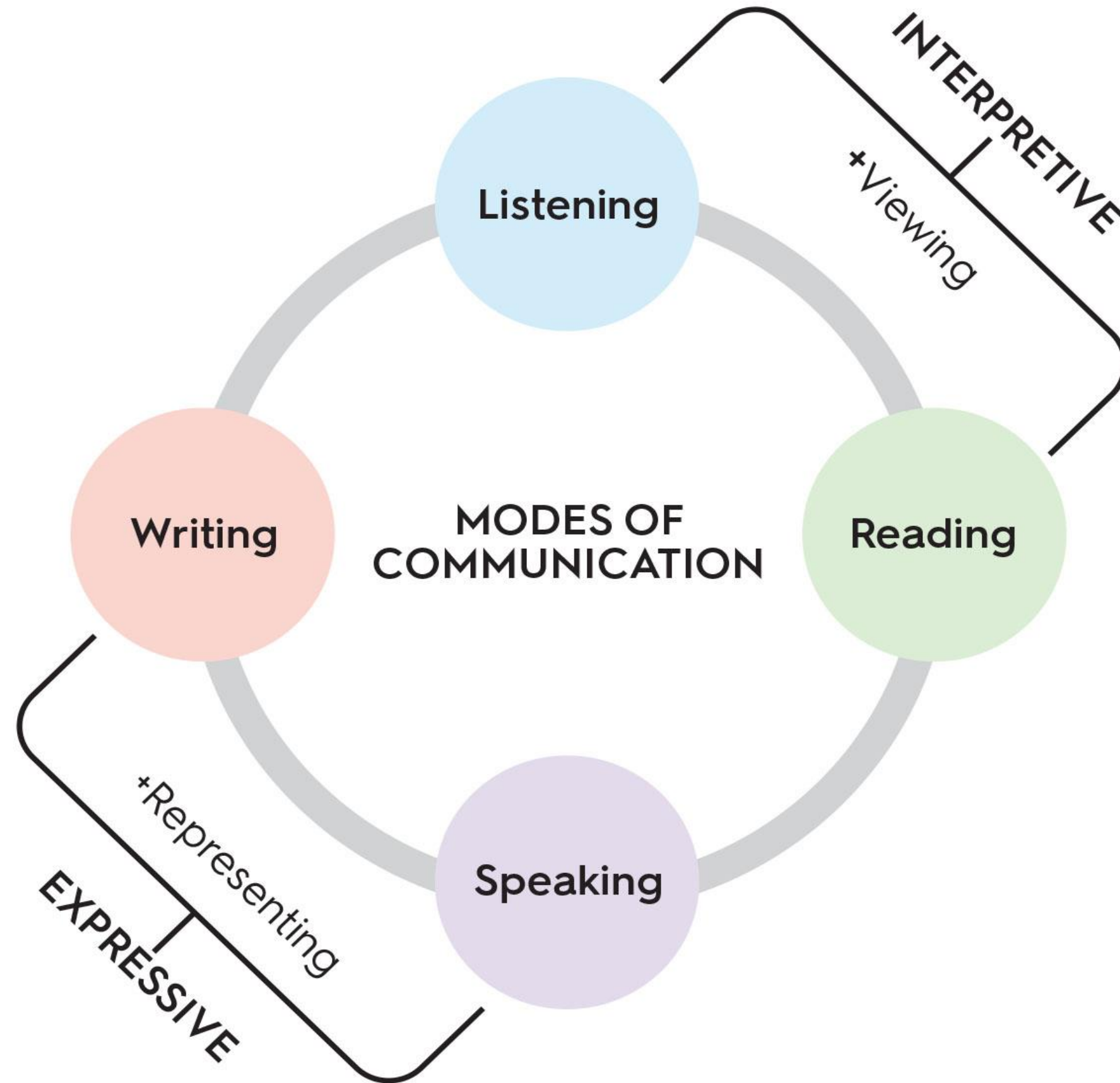
High Expectations

A child's hands are shown painting a vibrant, abstract mural. The child is using a paintbrush to apply paint to a surface already covered in various colors like blue, yellow, green, and orange. The background is a colorful, abstract painting with bold strokes and shapes.

WIDA Language Domains

- Interpretive Modes: listening, reading, and viewing
- Expressive Modes: speaking, writing, and representing. Representing includes using facial expressions, gestures, etc. to communicate

These modes are representative of how communication takes place, especially during language acquisition.



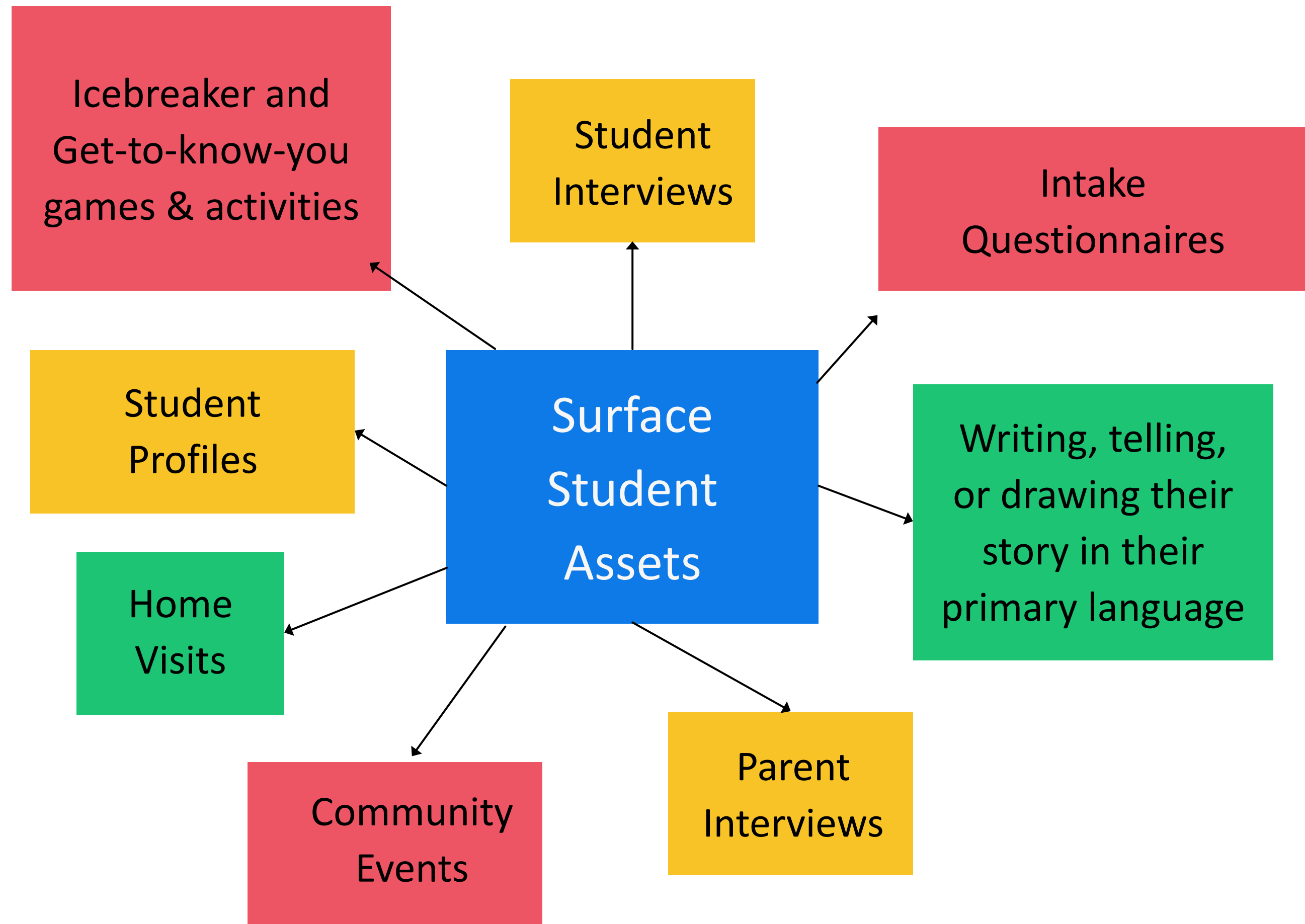
Graphic from the WIDA English Language Development Standards Framework, 2020 Edition Kindergarten—Grade 12

Gather Information to Surface Student Assets

Experiential
Social and Emotional
Cultural
Linguistic

**With this information, you can access
students' contributions and potential
for the classroom.**

How?



Turn and Talk with Sentence Frames for Engaging Multilingual Learners Instruction

<p>Slide 6 Collaboration</p>	<p>Our school community does _____ well to promote collaboration.</p> <p>Changes I would like see to are _____, with a goal of increased collaboration.</p>
<p>Slide 9 Surface Student Assets</p>	<p>The activities that are already in my educator toolbox are _____. I gather _____ with these activities.</p> <p>The activities I would like to cultivate for my classroom are _____, in order to _____.</p>
<p>Slide 19 Teacher Actions</p>	<p>Teacher actions that are currently strengths for me are _____, and I use them frequently.</p> <p>I would like to add _____ to my frequently used teacher actions.</p>

SLIFE

Students with Limited or Interrupted Formal Education

A key approach for instruction is to create a curriculum that revolves around the students' experiences.

Resources

[WIDA Focus on SLIFE](#)

[NYSED Students with Interrupted/
Inconsistent Formal Education \(SIFE\)](#)

[Virginia Department of Education
SLIFE Guidebook](#)

[Maine DOE ESOL Resources Padlet](#)



Language as Meaning Making

Language Practice is Key

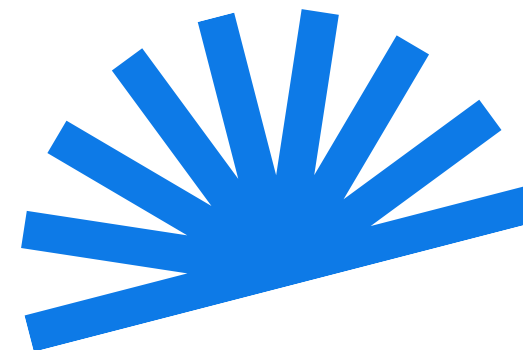


Language as Meaning Making



Students need daily language practice to:

- Interpret sources of meaning
- Express meaning
- Co-construct meaning with peers & teachers
- Adapt the expression of meaning for the audience



What are practices that help educators maintain high expectations as students are building language proficiency?

Exploring Instructional Strategies

Teacher
Actions

Leveraging
Home
Language

Supporting
Meaningful
Language
Use

Student
Actions

Teacher Actions

Teachers design the lesson to have students engage in meaning-making language practices.

The four language practices are:

- Interpret disciplinary meaning
- Express disciplinary meaning
- Co-construct disciplinary meaning
- Adapt the expression of disciplinary meaning

[WIDA Focus Bulletin February 2021 \(wisc.edu\)](#)

Teacher Actions

Teachers design the lesson to have students engage in meaning-making language practices.

- Review students' learning portraits
- Provide embedded language supports like word walls, sentence stems, discourse moves, language frames
- Provide adequate wait time
- Pair Work such as Turn-and-Talk or partner and small group activities

Teachers design the lesson to have students engage in meaning-making language practices.

- Modeling
- Short structured conversations
- Display/post steps for the activity & use them to guide
- Activities that invite students to express verbally and non-verbally
- Crafted questions

Teachers design the lesson to have students engage in meaning-making language practices.


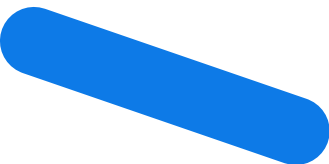

- Create consistent expectations
 - Allows students to take risks
- Give immediate feedback with opportunity for students to self-revise. Provide descriptive and actionable feedback.
 - Builds awareness
 - Helps them make decisions for their learning
 - A goal of more complex language use

Coming Up...


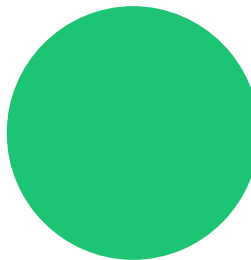
Think, Pair, Share

In Breakout Rooms

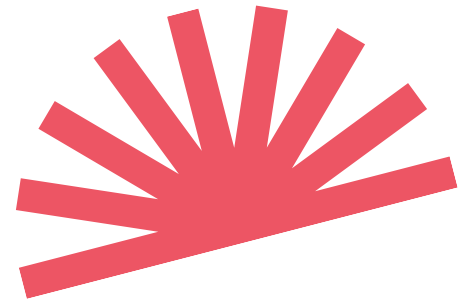




Which teacher actions are currently strengths for you?



Which teacher actions would you like to focus on strengthening?



Leveraging Primary Languages

A student's primary language use is instrumental in acquiring another language. Using a primary language allows children to communicate their feelings and ideas with their families, build trusting relationships, engage with the structure and purpose of language, and develop their identity.

Primary languages are bridges for students, not barriers.

Leveraging Primary Languages

- Primary language is an integral part of the student's identity.
- When primary languages are reflected in the school community, students are empowered as contributing members.
- Ask parents about their child's primary language(s) proficiency levels in all 4 domains.

Leveraging Primary Languages

Some ways to leverage primary languages in the classroom:

- Build primary language into the morning routines/chants
- Ask students to write in their primary language first, then write in English
- Ask students to read in their primary language first, then read in English
- Ask students to use their primary language in groups or pair activities
- Encourage students to use cognates to support vocabulary development and provide the tools and time to do so.

Translanguaging

Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.

Ofelia García (2009: 140)

Translanguaging

Communication Focus

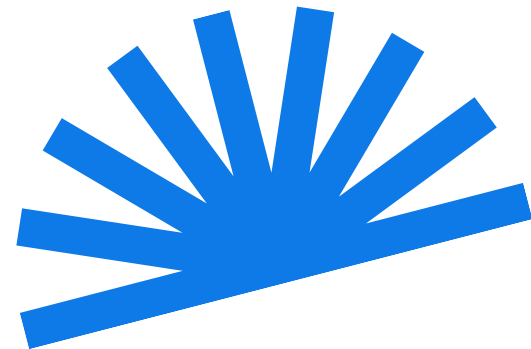
Supporting Identity

Maximizing Language Capacity



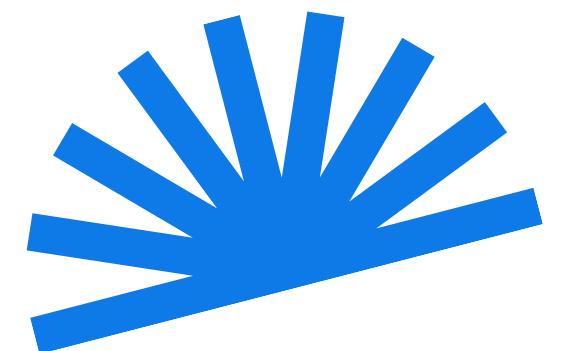
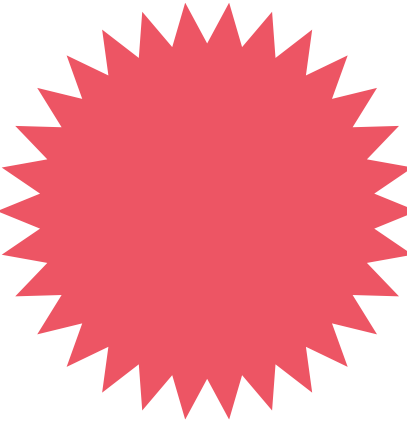
Supporting Meaningful Language Use

Sensory, graphic and interactive support provide multilingual learners with pathways to construct meaning.



Supporting Meaningful Language Use

- Embed graphic organizers and visual supports into content area instruction
- Clearly post task and directions
- Model the process and expectations
- Provide a finished example
- Provide sentence frames



Supporting Meaningful Language Use

- Students need frequent and extended classroom interaction, both structured and open-ended, using both home language and English.



Student Actions

Students learn to use tools such as:



anchor charts

journals

word banks

language frames

photos

videos

physical objects

technology

picture books

vocabulary notebooks



Student Actions

Students engage with

- Technology, apps and software
- Student mentors
- Visuals with chunks of language
- Mentor texts

Student Actions

Students benefit from

- Working and presenting with peers
- Guided opportunities to self-correct

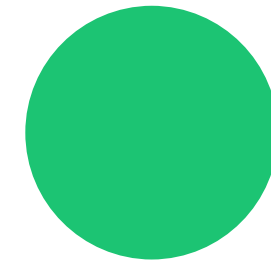
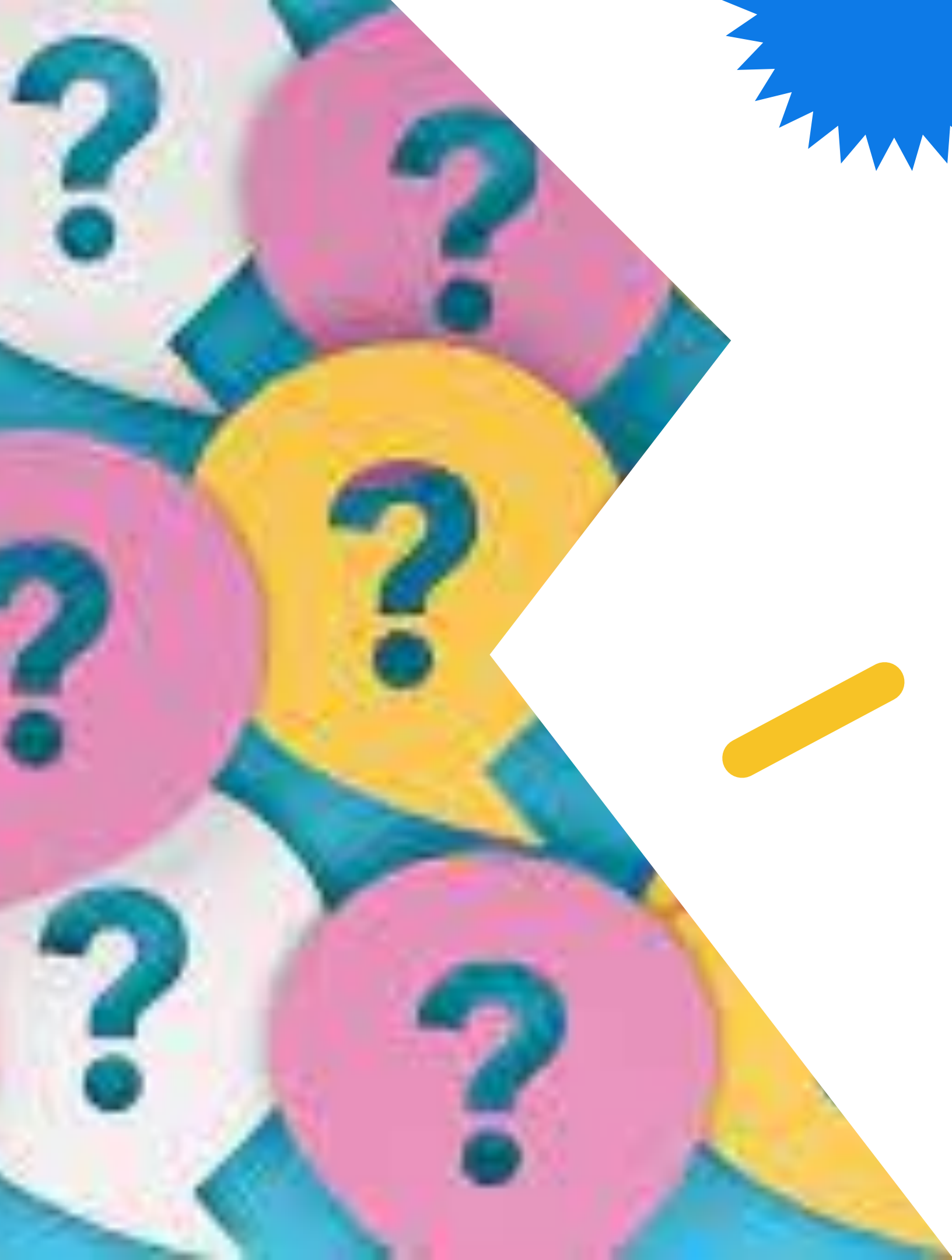


Next Steps

What actions do you want to take?

What supports do you need?





Questions





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