

MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO  
WAYS OF KNOWING

# IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014

ROME • 16–19 OCTOBER



## **IB AFRICA, EUROPE & MIDDLE EAST REGIONAL CONFERENCE 2014**

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# **Developing and supporting a multilingual learning community**

Karin Martin  
James Brightman



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# Today's aim

- What does it mean to develop and support a multilingual learning community?
- What steps do we need to take to achieve a multilingual learning community?

***Language and learning in IB programs (2011)***



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# Today's outline

- Questionnaire
- ISC strategy
- Latest research
- Discussion/conclusion

The logo for International School Carinthia (ISC). It consists of the lowercase letters 'i' in black and 'SC' in a bold, maroon font.

**INTERNATIONAL  
SCHOOL CARINTHIA**



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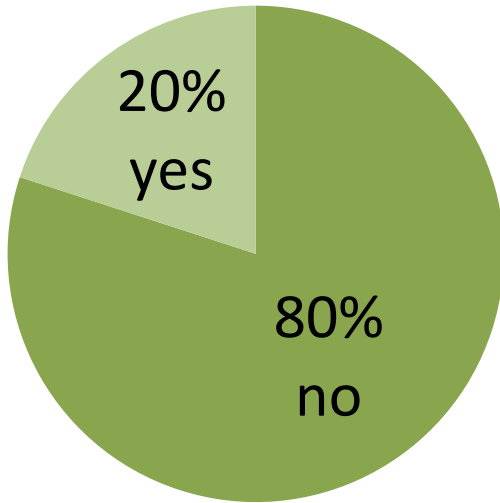
# Questionnaire: yes or no?

- 1) Do you know what the source of the cognitive advantages for bilinguals is?
- 2) Do you know that bilinguals (might) have a smaller lexicon?
- 3) Have you ever heard about the “Interdependence Hypothesis” by Prof. Jim Cummins?
- 4) Do you know what BICS and CALP stand for?
- 5) Do you know that maintaining the first language affects outcomes in school?
- 6) Do you know that the maintenance of L1 is strongly influenced by the linguistic habits and beliefs of the family?

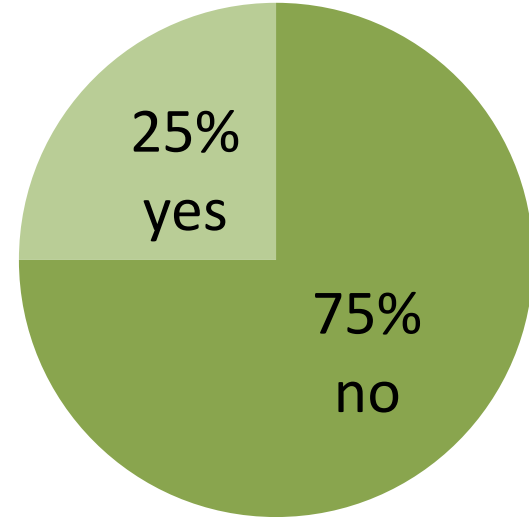


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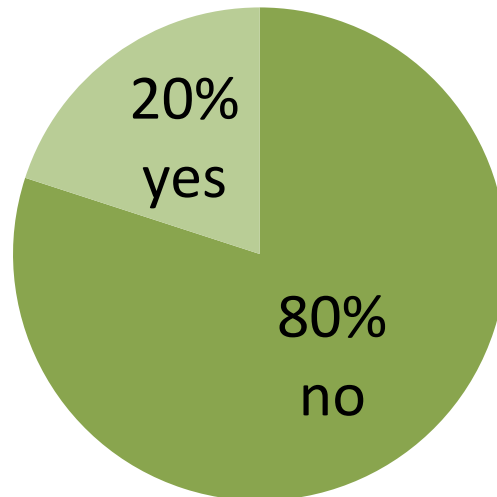
# Answers at ISC



Bilingual Development



Interdependence Hypothesis



Mother Tongue



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# ISC strategy

- Professional Development for Teachers
- Parents' Event about Multilingualism





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# Language Acquisition & Language Learning



1. in identical ways across languages;
2. without explicit teaching;
3. in a limited amount of time;
4. on the basis of positive evidence.

Constant development

Linguistic milestones

Different maturational stages

Critical period for LA  
Sensitive period for LL

**KEY POINT:** LA & LL share a number of common features and stages. This helps us understand the learning process.





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# Bilingualism

## RESEARCH:

1. Bilinguals are not two monolinguals in one person;
2. Bilingual development shares similarities with monolingual development;
3. Languages are always active in the brain.

A bilingual is a unique speaker/hearer

Linguistic & cognitive advantages

Let's get rid of this monolingual view!

**KEY POINT: input + interaction + motivation**



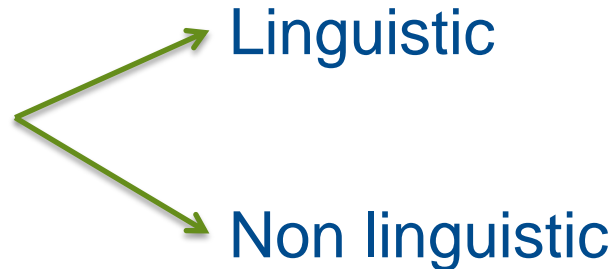
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# Second Language Learning

- I. Silent Stage
- II. Early Production Stage
- III. Speech Emergence Stage
- IV. Intermediate Language Proficiency Stage
- V. Advanced Language Proficiency Stage

From BICS  
1-2 years  
to  
CALP  
5-7 years  
(Jim Cummins)

Factors  
influencing LL



**KEY POINT: emergent bilinguals (Garcia, 2008)**



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# Language Plan

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>Morning</i>						?	?
<i>Midday</i>						?	?
<i>Afternoon</i>						?	?
<i>Evening</i>	?	?	?	?	?	?	?

Adapted from Steiner (2008)

Long-term perspective and five steps:

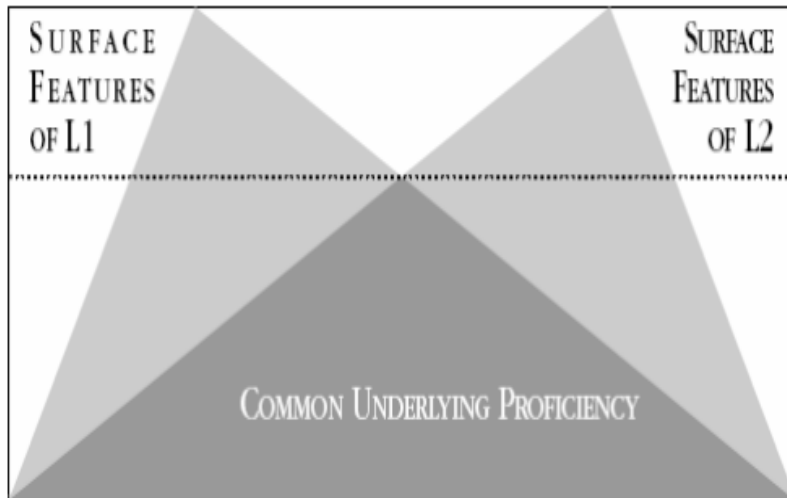
1. Analyze the needs of the child;
2. Hours of L1, L2, L3,...;
3. Plan when/how to have more L1/L2/L3/...input (be creative and realistic);
4. Observe your plan after a certain period of time;
5. Compare the estimate with observation / change the plan if necessary;



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# Mother Tongue

**To reject a child's language in the school is to reject the child (Jim Cummins)**



Background **Interdependence Hypothesis** (Cummins, 2000):

- **Myth:** time spent through the medium of L1 does not contribute to the learning of L2;
- **Research data:** showing positive cognitive and academic outcomes for bilingual students who continue to develop both languages in the school context.

## RESEARCH:

- Tannenbaum (2005);
- Beykont (1994);

**LAP**  
(Chumak-  
Horbatsch, 2012)

**KEY POINT: serious attempt to promote students' L1 literacy**



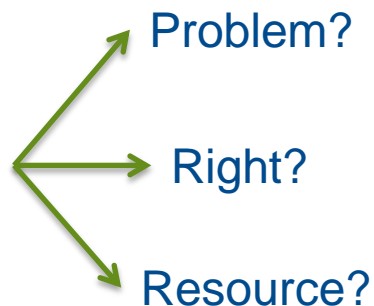
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# Multilingual Education

The amount of formal schooling in the L1 is the strongest predictor of how rapidly students will catch up in the L2, even **stronger than socioeconomic status** (Thomas & Collier, 1997)

Aim: to promote Additive Bilingualism instead of Subtractive Bilingualism

Gallagher (2008):  
reflect upon  
language



What can we do?

- incorporate students' **background knowledge** and experience into class work in all areas;
- demonstrating that **the school values, respects and admires all its cultures;**

**KEY POINT:** schools need to achieve a **culturally inclusive curriculum**



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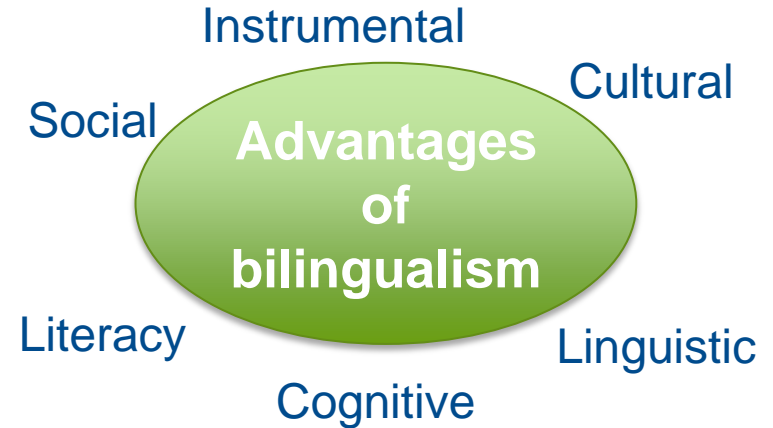
# Parent's event

**1<sup>st</sup> Myth:** Acquiring more than one language at the same time is a burden for the child's brain.

**2<sup>nd</sup> Myth:** Mixing languages means being confused and having trouble becoming bilingual.

**3<sup>rd</sup> Myth:** Children absorb a language passively, 'like a sponge.'

**4<sup>th</sup> Myth:** If you want a child to speak the majority language, you should stop speaking your home language with your child.



**KEY POINT:** planning + creating opportunities for languages to be used + motivation



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# Summarizing...

- Value linguistic & cultural diversity
- Recognize previous knowledge
- Open the door to other languages
- Collaborative approach & shared vision
- Train teachers and school staff

**School Language Policy**



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# Conclusion and discussion

- Ongoing dialogue regarding multilingualism via professional learning communities
- Language policy
- Language plans
- Multilingual best practices

**Thank you!**