Building, Deepening and/or Extending the Multilingual Ecology in your School

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Dynamic Multilingualism: Fluid language practices in multilingual communities
What is a Multilingual Ecology?

- The entire range of language practices of all children in the school’s textual landscape, as well as in the interactions of all members of the school community.

- Languages of the school are visible and heard, represented in signs throughout the school, in texts in the library and classrooms, and used throughout the day.
What is a Multilingual Ecology?

- The students’ language practices and cultural understandings are used in all classrooms as resources for deeper thinking, clearer imagining, greater learning, and academic languaging.

- This extends beyond the language practices of emergent bilinguals to include those of all students.
Creating a Multilingual Ecology in Schools

- Student made
- reinforcing student work
- Teacher-made
- Commercially-made
- Community-families
  - welcoming everyone
Creating a Multilingual Ecology in Schools

- **Outside classrooms:**
  - On the outside walls of the school
  - In the school hallways
  - In the offices of the school

- **Inside classrooms:**
  - Using technology
  - Using multilingual resources (i.e., books and dictionaries)
  - Displaying student work
  - Connecting programs
Mural: Inside or Outside the School
Community and Families
Outside of the Classroom

- Walls outside the school
- Entrances
  - Murals
  - Information for parents
  - Translation boards
- Hallways
- Offices walls
Staff’s Languages

- In the hallway or in the office
- “Students and staff say hello” in many languages
- Connects the staff with the students and their families
### Families and Staff

<table>
<thead>
<tr>
<th>Language</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>How may I help you?</td>
</tr>
<tr>
<td>Bengali</td>
<td>আমি কী করতে পারি আপনাকে?</td>
</tr>
<tr>
<td>Arabic</td>
<td>كم هو اسم طفلك؟ ما هي اللغة التي تتحدثها؟</td>
</tr>
<tr>
<td>Spanish</td>
<td>¿Qué idioma habla?</td>
</tr>
<tr>
<td>Urdu</td>
<td>اپنا ہندوستانی نام ہے؟ ما هي اللغة التي تتحدثها؟</td>
</tr>
<tr>
<td>Russian</td>
<td>Как я могу вам помочь?</td>
</tr>
<tr>
<td>Albanian</td>
<td>Si mund ti ju ndihem?</td>
</tr>
</tbody>
</table>

### Welcome

- khosh amadid (Bengali)
- Bienvenidos (Spanish)
- Shagom (Arabic)
- Mirë se vjen (Albanian)
- funyihng (Russian)
- Witajcie (Polish)
- huanying guanglia (Chinese)
- Dobro pozhalovat' (Russian)

### Registration

- Are you here for Registration?
- Are you taking your child home?

### Additional Information

- Sign up for the newsletter or call for help.
- Contact information for parents and children.

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*Image shows a bulletin board with questions and information in multiple languages.*
Commercially-Made

- Can be connected to classroom activities
Classroom Multilingual Ecology

- Use of technology
- Visual supports
- Vocabulary supports
- Multilingual Resources
- Display of student work
- Connect programs
- Instructional activities
Use of Technology

- Teacher-made
- Providing vocabulary support
Visual Support

- Multilingual chart
- Students’ languages
- In the classroom
- Help everyone communicate
- Early beginners
- Vocabulary, pictures, basic sentences
Vocabulary Support

- Teacher-made
Bilingual Dictionaries

- Part of the multilingual resources in the classrooms and library
- Vocabulary notebooks
Student Work

- Rotating samples of student work in the students’ languages
Connections between Programs

- Bridge the gap between Spanish-speaking and students who use ASL
Read-Alouds

- Teacher-led bilingual read-alouds
- Student-led
- Parent-led
Student Reading Partnerships

- Books for independent reading and student reading partnerships
- Use the multilingual resources in the classrooms and libraries
Connecting to Students’ Cultures: Measurement and Data

Measurement & Data
CCSS 2.MD
Represent and interpret data.
Connecting the Multilingual Ecology to the Curriculum

A new student should know how to act during a Fire Drill.

Mue & Aaminah
Multilingual Ecology

- Builds community
- Encourages family participation
- Bridges the language barrier between
  - The community and the school
  - The staff and families
  - Students and teachers
Multilingual Ecology

- Incorporates technology
- Provides vocabulary support
- Visual support
- Reinforces student work
- Connects programs
- Uses students’ languages in the classroom
- Supports the acquisition of literacy in English and LOTEs
Building, Deepening and/or Extending the Multilingual Ecology in your School

1. List 2-3 reflections that you have after evaluating your school’s multilingual ecology.
Building, Deepening and/or Extending the Multilingual Ecology in your School

- The first goal of the CUNY-NYSIEB Plan is to “support a multilingual ecology for the whole school.” Now, brainstorm some short-term tasks that your school can do in the near future (October-December 2015) to improve your school’s multilingual ecology. You will share those ideas today with all Cohort 4 schools.

- Note: You will also bring these ideas to your next EBLT meeting to discuss. By mid-October you will finalize the first version of the CUNY-NYSIEB Plan.