

Multilingual DLA Workshop Plenary Lecture 2

Let's learn how to create a 'translanguaging classroom' where children can use all the languages they know!

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2022/2/12 Multilingual DLA Workshop

Organized by: Special Interest Group for Education for CLD Children in Japan, MHB (The Japanese Society for Mother Tongue, Heritage Language, and Bilingual Education) and Center for Intercultural Studies, Tokyo University of Foreign Studies

Co-organized by: The Osaka University Study Group on Children with Foreign Roots

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1

This is what is happening in schools

問題:

水はふっとうしなくてもじょう
う発していくのだろうか？
啓林館 理科4年 p.168より

Does water **evaporate** even when it's not boiling?

A água precisa ser fervida para **evaporar**?

水是否需要煮沸才能**蒸发**？

Нужно ли кипятить воду, чтобы она **испарилась**?

I was only asked to translate...
I shouldn't do anything else,
right?

When you only
translate what the
teacher is saying, if
the child doesn't know
the concepts, they
won't understand.

2

What do CLD children born in Japan need?

Accessing thoughts in
Japanese...

And in their native
language!

Our aim is...
Not to teach them Japanese,
not to teach them their native
language,
but to make them think, using
any language they know!

3

What do CLD children born in Japan need?

Accessing thoughts
in Japanese...

And in their native
language!

What we, as
multilingual
speakers, can do
by connecting
languages

= Support children
who use all the
languages they
know

= Translanguaging

4

What mother tongue support staff can do (a lot!)



You are not just a helper, you work together with the teachers to develop the children's two languages!

What you can do to make your school a multilingual space

What you can do in the classroom

What you can do in a pull-out class

What you can do with after-school activities

What you can do in a heritage language class

5

How to make your school a multilingual space

Make posters in multiple languages with the children and put them near the entrance area.
Put up student work in their native languages.
Hang a map of the school made by the children outside the classroom.
Do the morning greetings in multiple languages.
Put many books in the children's native language in the library.

Convey the following messages:

The children's native language is valuable.

They should be proud of their native language.

School is not a place where only Japanese can be used.



Request your native cuisine for the "Local Food Day"!



Even in school songs!
(Sunago Elementary School, Kadoma City)

6

How to make your school a multilingual space

Have children make announcements for events such as Field Day in multiple languages.
→Parents of CLD children will be more likely to participate in school activities.
→It is a great opportunity for CLD children to use their mother tongue in a formal setting.
→The children can demonstrate their skills and strengthen their bilingual identities.
→It is a perfect opportunity for native Japanese speakers to be exposed to live multilingualism.



Field Day



Cultural Festival



Choir Competition

7

What you can do in the classroom

- **Group the students by their mother tongue**
If the goal of the group work is clear and meaningful for the children, they will not "just speak off-topic and have fun".
- **Encourage students to actively use their mother tongue when researching.**
Give them tasks that allow them to take full advantage of their native language skills!
For example: poster presentation before the Vancouver Olympics - introducing the events of interest in their country and the famous athletes of those events.
- **Promote collaborative learning while making connections with Japanese**
Activate their metalinguistic awareness.



8

What you can do in the classroom

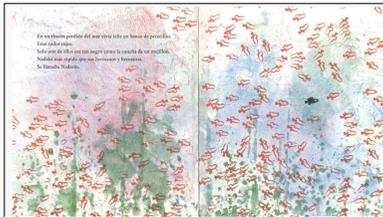
- **Actively connect learning to the children's native language**

It's a true joy to be able to share the experience of reading a story with one's family. You can give the children homework to read aloud in their native language.

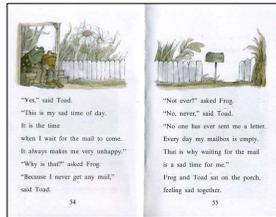
Reading aloud in class in their native language is also possible.

- **'It's fun to be different!' – Learning with a plan**

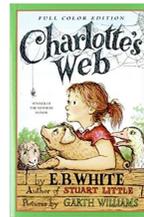
Children's game "Then and now" (from a home economics textbook) → Interview with the family



Spanish version of Swimmy



English version of Frog and Toad



English version of Charlotte's Web

9

What you can do in the classroom

Lessons for lower grades (task-based Japanese lessons)

When introducing a lesson and before important activities, actively use their native language.

There are plenty of situations where mother tongue support staff can play an active role.

Send the message that the children can use both languages freely.

Create opportunities for the children to have fun using both languages.

Integrate the four language skills (listening, speaking, reading and writing) in activities which are meaningful and valuable for the children.

(Let's see it in action: 2:03 - 5:10; 22:49 - 24:08)

10

What you can do in the classroom

Lessons for higher grades of primary school

Have students think in two languages on a daily basis.

Actively support their thinking.

Ask them questions in their mother tongue → They can think in whichever language they prefer →

Have them present in Japanese.

(Let's see it in action: 2:45 onwards)

Junior high school math time

During 'thinking time', students actively use their native language in groups where their native language is shared.

Mother tongue support staff do not simply translate what the teacher is saying in Japanese.

They participate in the discussion.

The children present in Japanese - all group members use all their linguistic resources to present.

Japanese children further summarize the presentation in Japanese.

11

What you can do in a pull-out class

- **Reading to children in their native language and in Japanese**

It is very convenient to have the same book in two languages.

If there isn't one, maybe make one?

Ask parents for help?

Recruit college student volunteers?

- **Learning ahead of the class**

Rather than teaching them a language, have the children understand concepts.



12

What you can do with after-school activities

- **Active use of language resources of the parents and the community**
Use older CLD children and students, (imaginary) younger CLD students, relatives in the parents' home country, as people to write letters to, cultural resources, and interview partners.
- **Use university students learning the children's mother tongue as a foreign language**

An example from a Danish supplementary lesson – useful for cultivating a bilingual identity.



Supporting younger students by matching them with older students Reading Buddies?

Making flyers in heritage languages to explain Japanese school events to parents

Making a flyer with a Welcome Message for new students

Creating a bulletin board to make the school a multilingual space

Having the children express their culture by creating a school newsletter and website for the community (children write the articles)

Creating a bilingual picture book **It is important to promote building strong relationships between peers studying in the same environment.**

13

What you can do in a heritage language class

People say, "developing mother tongues is so difficult", but you CAN have fun and learn it at the same time!

Roles of the heritage language classroom

(From a study of supplementary schools)

1. A place to experience the heritage language not used in daily life as a language for learning
2. A place to deepen understanding of what you are learning in Japanese in the heritage language
3. **A place to make friends with the same roots**
4. A place to develop one's identity as a bilingual and bicultural person
5. **A place for parents to interact with each other**
6. A place to exchange books in the heritage language

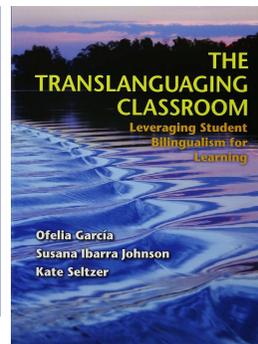
- Doing grammar and vocabulary drills only is a torture.
- Make it a point to be proud of being bilingual in the heritage language and in Japanese!
- Let's learn Japanese in conjunction with learning the heritage language!
- Promote learning in a creative way!
- Create Identity Texts

It is important to promote building strong relationships between peers studying in the same environment.

14

Key elements of a translanguaging classroom

- It is not a one-way transfer of knowledge from the teacher to the students.
- We must believe in the children's ability to learn.
- 'CLD child' means 'bilingual', not 'a child who can't speak Japanese'.
- Teachers help each other, children help each other, and teachers and students help each other to learn.
- Everyone, including the teachers, have diverse language resources!
- We have respect for the children's diverse language resources.
- Utilize parents, community and volunteers as much as possible.
- It's not about teaching language, it's about making them think.
- Independent, interactive, and deep learning for all children!



García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Calson.

15