

The logo features the letters 'IB' in a large, bold, orange font. To the right of 'IB', the words 'THE CULTURE' are stacked above '4-7 of LEARNING', which is stacked above 'MADRID'. 'THE' is in a small orange font, 'CULTURE' is in a large yellow font, '4-7' is in a large black font, 'of LEARNING' is in a smaller orange font, and 'MADRID' is in a large yellow font. Below this, 'OCT 2012' is written in a black font.

IB **THE CULTURE**
4-7 of **LEARNING**
MADRID
OCT 2012

IB Africa, Europe & Middle East
Regional Conference

Trondheim International School
Norway

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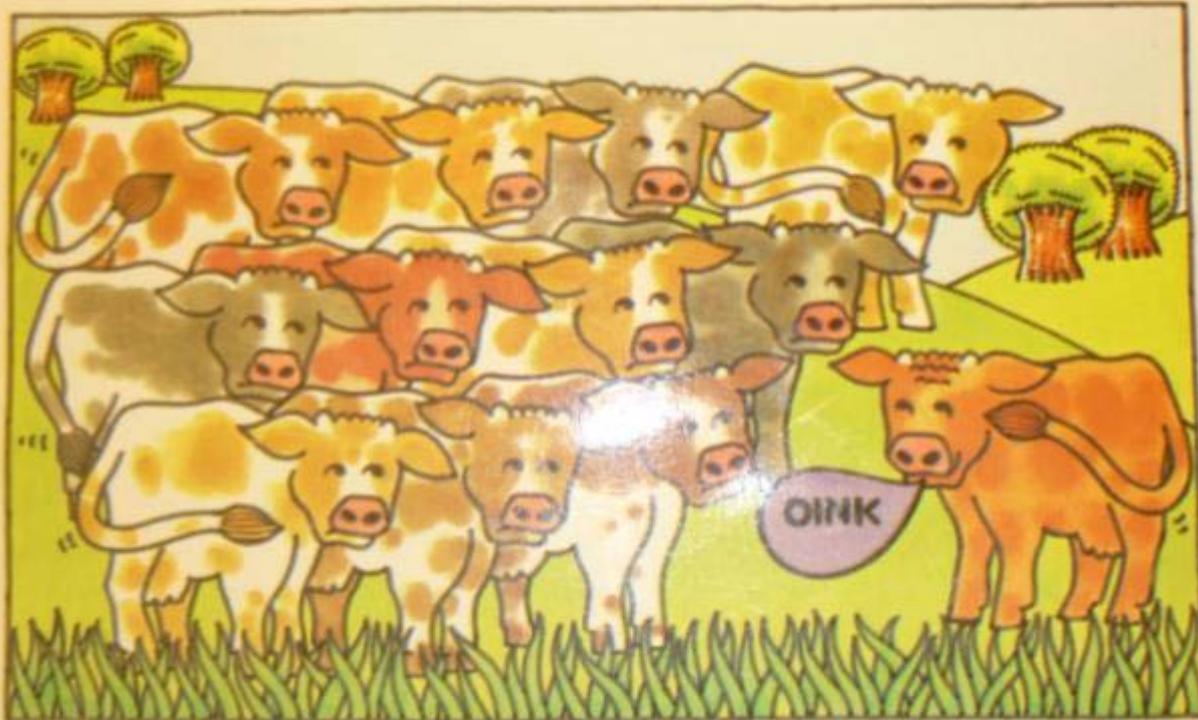
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Learning Through the Lens of Language

The On-Going Journey of Two Teachers



The Cow That Went OINK



written and illustrated by
Bernard Most

SCHOLASTIC

Quick Think

- Let's look through the lens of language, what does this picture show?
- Do you have any personal connections?
- Turn to your neighbor and share your thoughts.

What can we do as teachers?

- Open-mindedness to our differences
- Willingness to learn from each other
- Taking risks to explore new ways of communicating and being understood
- Showing respect and tolerance of others
- Being confident in one's own identity to share openly
- Appreciation of cultural and linguistic differences

“Almost all education is language education” Postman (1996)



- We believe that language is the key to learning.
- Our goal is to brainstorm with you how to use language to further learning in a multicultural and multilingual environment.

How our journey started...



- Trondheim International School founded in 2004
- 235 students from preschool to 10th grade
- English is the language of instruction
- About 4 hours of Norwegian per week
- No formal ESL program

Our starting question:

- How do we best teach English successfully to non-English speakers?



Our School Survey

- We asked teachers to tick and add additional languages that the children interact with on a daily basis. They were to highlight the mother tongue language(s).

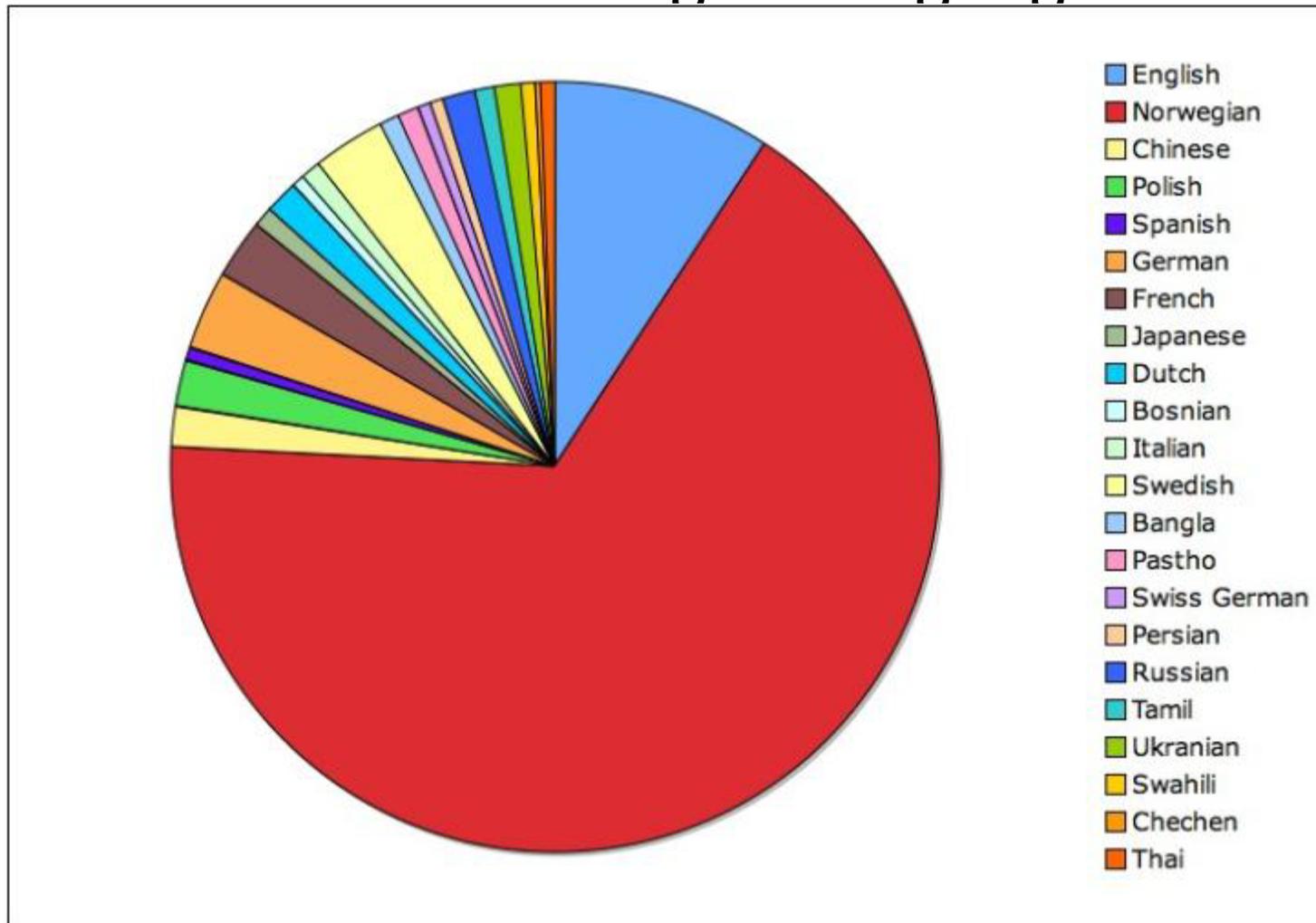
Student Language Survey
for
Grade 4
Classroom Teacher _____

Please write the name of each student within your class.
Tick and add the additional languages students are interacting with on a daily basis.
Highlight each student's **Mother Tongue** language(s) in green.

Student Name	English	Norwegian	Additional Languages
Selma	✓	✓	
Matthew	✓	✓	French
Mads	✓	✓	
Edward	✓	✓	Spanish
Rebecca	✓	✓	German, Dutch
Oskar G	✓	✓	Spanish
Adam	✓	✓	
Oskar H	✓	✓	Spanish
Nikolas	✓	✓	
Sam	✓	✓	Spanish, German, Italian
Daniel	✓	✓	Spanish
Manik	✓	✓	Spanish
Oliver	✓	✓	Spanish
Peter	✓	✓	Spanish, Italian
Marcelo	✓	✓	Italian, Spanish
Vincent	✓	✓	Spanish

Please turn this form into Spanish or Particular's number in the staffroom by Monday, March 14th.
Thank you!

Mother Tongue Languages



19 English speakers **146** Norwegian speakers **51** other languages

Provocations and eye openers...

- How knowledgeable are we of our children's cultural backgrounds and languages?
- Our language of instruction is English, and we have 19 mother tongue English speakers in the whole school.
- What is the agreed definition of mother-tongue?

"The term mother tongue is used in the research literature in various ways. It may denote the language learned first, the language identified with as a 'native' speaker, the language known best, the language used most. When used in this document, it includes all those meanings"

* Learning in a language other than mother tongue in IB programmes, International Baccalaureate Organization (2008)

- Are all of our students' languages valued equally? What does this mean for our teaching and planning?
- Are we as a staff on the same page?

How will we take action?

Action



Our New Question and Focus

- What does this data mean for teaching and learning at our school?
- How do we provide a supportive learning environment where students can communicate and gain content area knowledge, concepts and skills **WHILE** developing English language fluency?
- **How do we use language in general at our school to communicate and acquire knowledge? How do we adjust our unit plans to meet the language needs of our class?**

Open-mindedness



- Our attitudes towards communicating have a large impact on how we teach English and how the students acquire English.
- We found that learners who are encouraged to take risks when using language, any available language, to support meaningful inquiry, improve both English speaking skills and content learning, and they learn to be global communicators.
- The culture of learning in our classrooms is deeply connected to how we use language to learn.

Learning English in meaningful contexts – Close cooperation between Norwegian and English teachers

- Shared instruction time
- Building knowledge through both languages and validating both languages to learn content – also Norwegian in English class time and vice versa
- Celebrating the natural flow between both languages
- Repetition of concepts, knowledge and skills in both languages

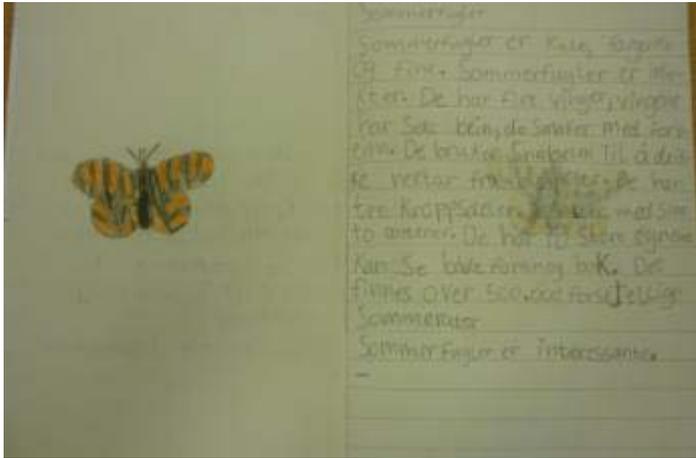
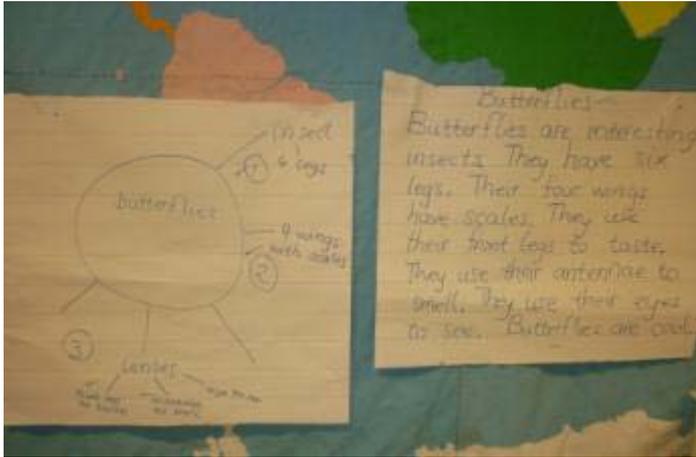
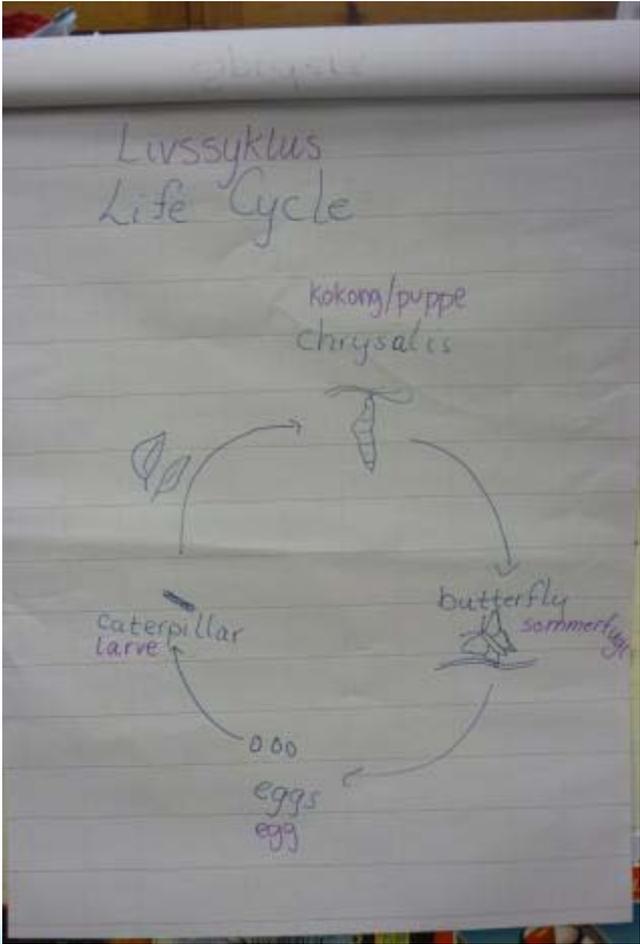


Word Walls to build on the children's background knowledge to extend vocabulary

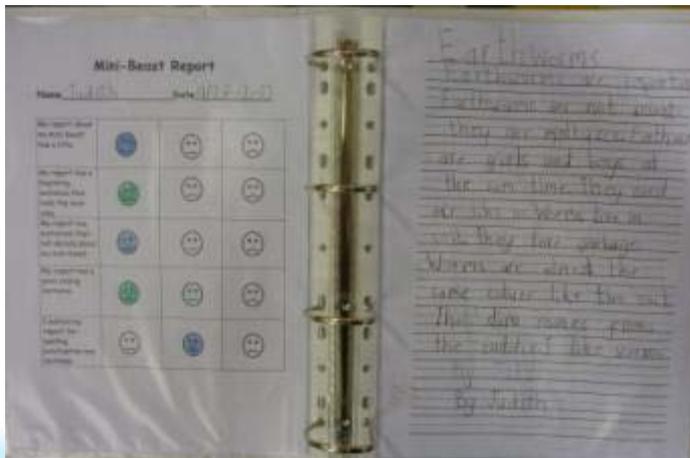
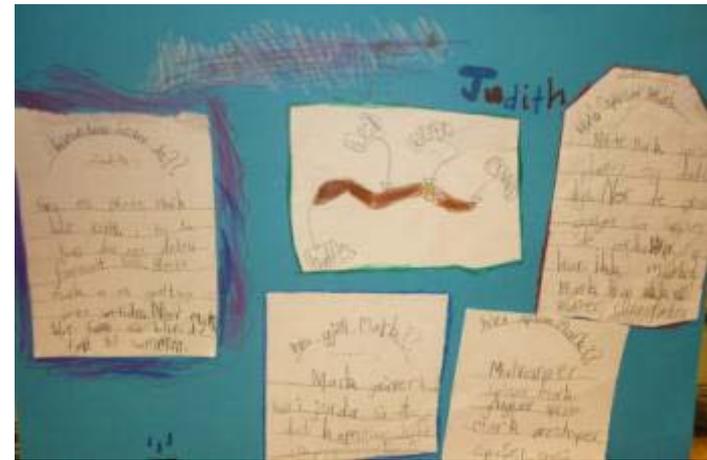
What is that in your language?



Repetition of Concepts, Knowledge and Skills to reinforce language learning



Summative Assessment – Showing our enduring understandings in many ways



Allowing the natural flow of language to communicate our ideas and knowledge (video to show natural switches between English and Norwegian)



Learning English through activating prior understanding, building background knowledge, and affirming identity

- Morning meeting video



First Grade



Collaboration

We're in it together!

When planning a unit of inquiry, we found it important that the English class teacher and Norwegian teacher...

- Look at scope and sequences and unit planners together.
- Agree that repetition of concepts, knowledge and skills in both languages reinforces learning.
- Agree that language teachers are teachers of ALL SUBJECTS integrated through the unit of inquiry.

Looking at a planner through the lens of language

- How do our attitudes and perceptions towards language affect the culture of learning in a classroom and school environment anywhere in the world?
- How can host language and English language teachers collaborate to support learning?
- Look at your own planners...

Reflection

- Have a quick think about all the students you interact with on a daily basis. Are you aware of their cultural backgrounds and mother tongue language(s)?
- How do you gather this information at your school?
- What is your language policy?
- How do you approach this in your planning of units?

Celebrating Our Learning With Others

