



*Accommodation
and
Inclusiveness for
Language
Learners*

Every Teacher is a Language Teacher



WELKOM

歡迎

स्वागतम्

歡迎

CHÀO MÙNG

VÄLKOMMEN

ברוכים הבאים

ЛАСКАВО
ПРОСИМО

स्वागतम्

SOO-DHAWAADA

Sobre mi catálogo de lenguas

lenguas en casa

lenguas en el colegio

lenguas en el trabajo

lenguas en la sociedad



What about me?

- First language (L1) – Greek
- Dominant language – English
- Instructional languages – English and French
- Additional languages in school/profession – Spanish and German
- Additional languages in life/for the soul – Swedish and Norwegian

Key Beliefs on Language Learning/ Claves sobre el aprendizaje de lenguas :

1. ~~All languages are important. Todos los idiomas son importantes.~~
2. **All language teachers need to form alliances and partnerships with each other and with others.** Todos los profesores de idiomas tienen que formar alianzas entre ellos y con otros profesores.
3. **All teachers are language teachers.** Todos los profesores son profesores de idioma(s).
4. **Intercultural training and language awareness is key to learning in all classrooms.** La formación intercultural y la sensibilidad lingüística son clave para el aprendizaje en el aula en general.
5. **Professional development must be ongoing, diverse, local and global.** El desarrollo profesional tiene que ser continuo, realizarse en multitud de formas e incluir una red de trabajo más allá de nuestro entorno inmediato.



Language Programs in Ontario

- English and French.
- In Ontario, all students take Core French or French Immersion.
- International/Indigenous Languages are mandated.
- ESL support programs have become integrated in schools.
- Sheltered courses (accommodation in language and content).
- (ELL) Instructional Coaches for collaboration between content and language
- Belief #1 **All teachers are language teachers** – our new philosophy.
- Belief #2 **Many strategies are good for all, but crucial for some.**



ELLs (English Language Learners) and FLLs (French Language Learners)

- ESL (English as a Second Language)
- ELD (English Literacy Development)

- Core French – daily
- French Immersion – half the day minimum (European CLIL looked at Canadian immersion research)

February

March

All our languages in our school

Arabic

English

Urdu



My privilege to work with.....

- Canadian teachers who work with English language learners – over the years we have moved away from talking about teaching English as a second or additional language (focus on English in the content areas)
- Teachers of International (and heritage) languages – sometimes classes with beginners, those with previous knowledge and those who are native speakers
- CLIL or TESOL teachers such as those from Galicia



Awareness



and



Strategies

Language Awareness.....

- Knowledge, beliefs about additional language teaching and learning
- Commitment to responsibility of language learning
- Documenting learning experiences

Teacher Awareness on Language

- Put yourself in your learners' shoes – try a lesson!
- Interview languages in the family/surveys
- Become familiar with how other languages are structured and produced (what can be an issue for learners?) – look at errors

e.g. Yesterday I go! (language transfer from L1); Yeah, I taked it

Objective

- Develop an awareness of how we learn language

Differences	Similarities
L1 – L2 (TL)	L1 – L2 (TL)

An Awareness Objective – Key Elements

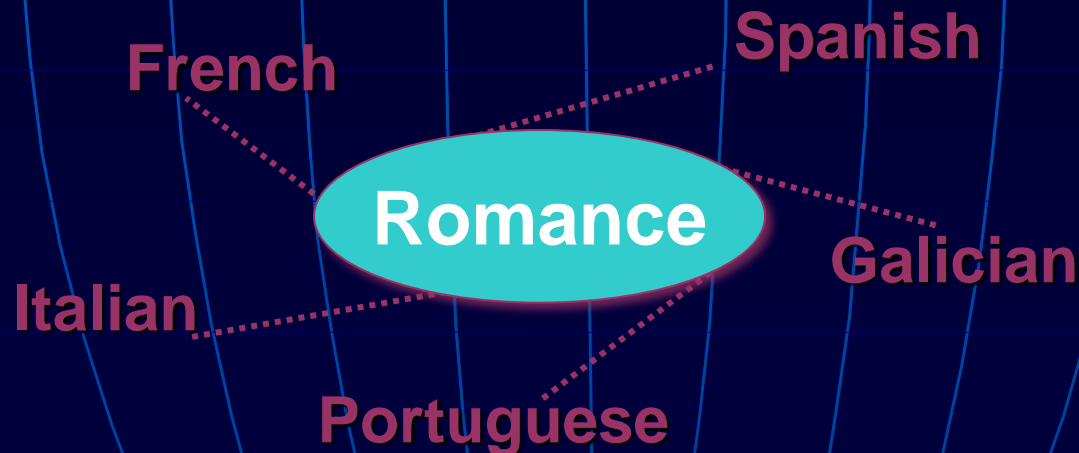
- Develop an awareness of how we learn language

Differences	Similarities
L1 – L2 (TL)	L1 – L2 (TL)
Age of learner - experienced	Listening happens first
Cultural contexts may change	Developmental (via errors, academic needs etc.)
Conscious of language use	Input is key

Language Awareness #1

Read and comment on the following

- Some people just can't learn another language
- Repetition is important
- It is easier to pick up a language from the same linguistic family



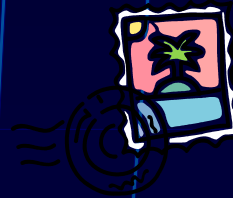
Language Awareness #2 -commitment

Before

My plans for using this language are:



Family & Friends



Travel & Holidays



Work & Research



Entertainment & Interests

Language Awareness #2 (continued)

This month:

I will do 3 of these extra things to practise listening/reading in this language

Film



Music



Magazine



Internet



Language Awareness #3 - documenting

Friends



Language Spoken

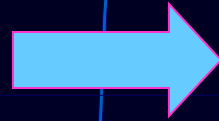
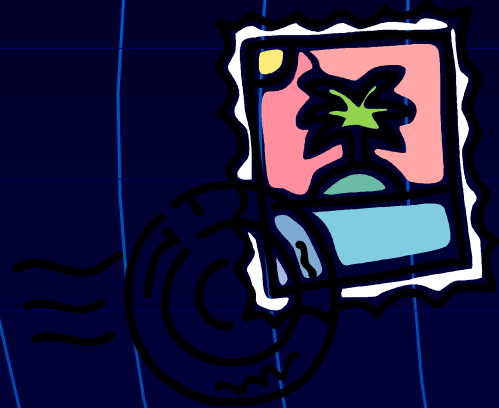
Language Written

Description of Use:

I will send an e-card to one of my pen pals overseas explaining what I did last weekend with my friends here in my city.

Language Awareness #3

Travel



Language Spoken



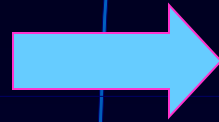
Language Written

Description of Use:

My group will find some information on key attractions in our chosen city for the assignment and will gather the information for our preparation of a tourist brochure.

Language Awareness #3

Hobbies



Language Spoken



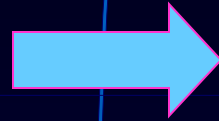
Language Written

Description of Use:

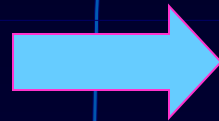
With my study-buddy, we will get the instructions of a popular board or video game that is appropriate to share in class, and we will summarize how it is played in the TL.

Language Awareness #3

Technology



Language Spoken



Language Written

Description of Use:

Will find a link to a recipe, song, popular poem etc. via the Internet to add to my portfolio items on my theme/study unit.

AWESOME WORDS

Nouns

Ferrari

pandemonium

spectators

caption Immortal

jostling

advocate

desist

comprehended

yapping

dedication

respect

dedicated

Verbs

negotiate

Adjectives

empathetic

respectful

dedicated

yapping

respectfully

reluctantly

repeatedly

Adverbs

Tiered Vocabulary Review

- *run away/
flee/
abscond*

- *breathe/
inhale/
respire*


- *next to/
beside/
adjacent/*

- *join/
connect/
entwine*

- Translations?

- Content areas?

Tiered Vocabulary

Tier 1 words -	Basic words	<i>Examples:</i> keep, act, give, run, ball, mountain, mix, family, orange, sad
Tier 2 words –	Words that facilitate complex thought and allow ideas to be communicated more precisely to other words	<i>Examples:</i> fortunate, maintain, merchant, perform, tend, create, estimate, combine
Tier 3 words – 	Content or subject specific words that are limited in everyday usage	<i>Examples:</i> igneous, metamorphic, digestive, isotope, asphalt, crepe

Beck, McKeown, and Kucan, authors of *Bringing Words to Life: Robust Vocabulary Instruction*, view vocabulary as composed of three tiers.

Whatchamacallit? Thingamajig!

A marlup was poving his kump. Parmily a narg horped some whev in his kump. "Why did vump horp whev in my frinkle kump?," the marlup jufed the narg. "Er'm muvvily trungy," the narg gruppued. "Er hershed vump norpled whev in your kump. Do vump pove your kump frinkle?"

Answer in complete sentences:

1. What did the narg horp in the marlup's kump?
2. What did the marlup juf the narg?
3. Was the narg trungly?
4. How does the marlup pove his kump?

Analyze the English language!

- Verb varieties: “make” “take” “catch”
- Expressions and idioms (birds, insects)
- Interlanguage
- Student language and student-thinking about language



Is every Teacher is a Language Teacher?



Most teachers way they want effective communicators. So what works??

<https://www.youtube.com/watch?v=vKwYg9qFOpA>

C?

**.....NOT JUST FOR
CONSTANTINE.....**

The Cs!

Teachers experienced a new language class with content and reflected on what helped!

Content-based

Cooperative

Comprehension

Communicative

Critical Thinking

Clarity

Community Learning

Culturally Relevant

Content-based...

a couch

a stove

a refrigerator

a dryer

an iron

a mirror

a desk

a television

a sink

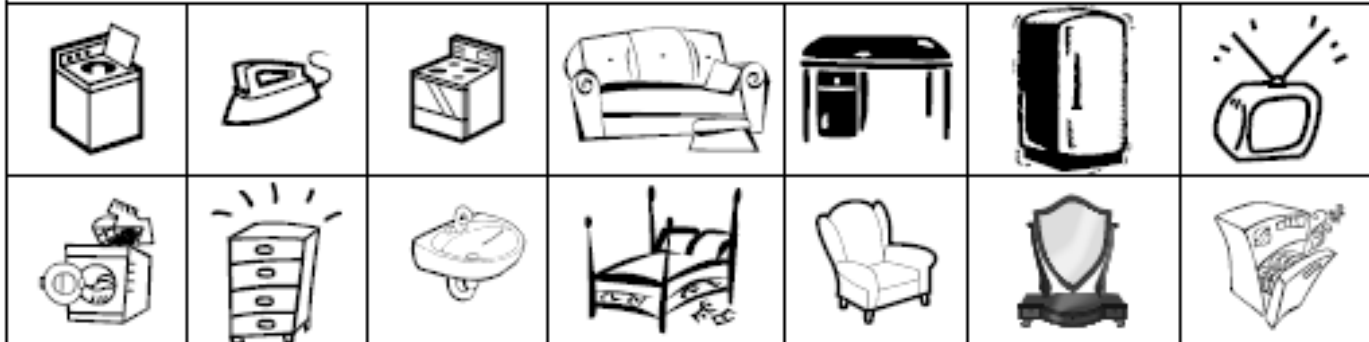
an armchair

a bed

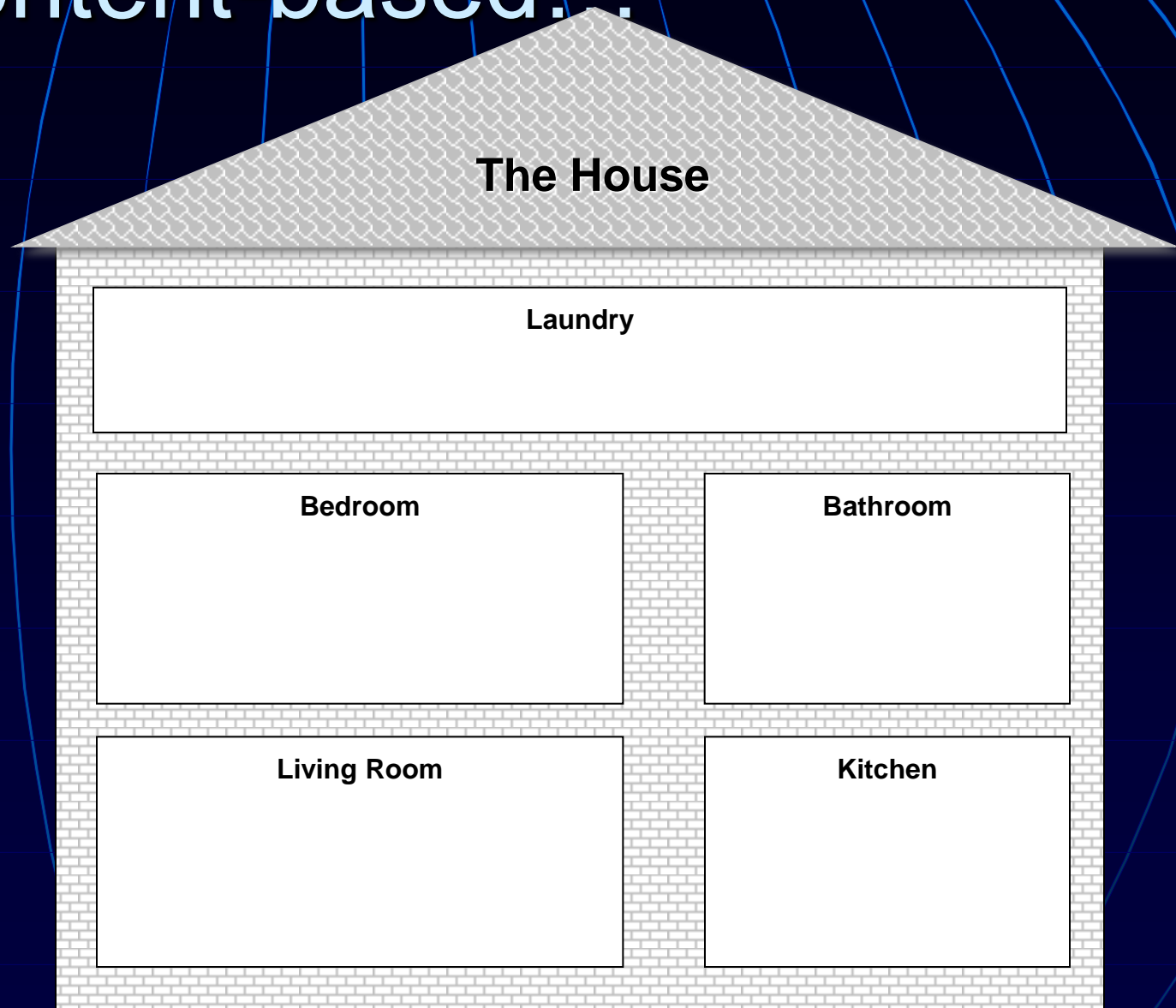
a dresser

a dishwasher

a washing machine



Content-based...



Content Comprehensible for Clear Communication?

- graphic organizers (transfer language into other mechanisms such as graphs, charts, visuals)
- good use of vocabulary and language
 - varied

LINGUISTICS – affective filter and comprehension

Play with texts in different ways

First...

- Gather all the necessary ingredients required for Greek Village Salad: tomatoes, cucumbers, red onions, feta cheese, olive oil, salt, pepper and oregano.
- Make sure you have a large mixing bowl, serving spoons, knife and chopping board.
- Have pita bread and a toaster oven available if possible.

Next...

- Wash cucumbers and tomatoes.
- Remove outer skin and layer from onions.
- Peel cucumbers.

Then...

- Slice cucumbers with a thickness of half an inch.
- Dice tomatoes.
- Chop up onions into half rings.

Finally...

- Add all prepared ingredients into a bowl.
- Crumble feta cheese to cover the salad.
- Sprinkle salt, pepper and oregano.
- Drizzle olive oil.
- Serve with toasted pita bread.

In conclusion...

- Make sure there is enough salad for everyone (half a cucumber and two small tomatoes per person)
- Cover the whole salad with olive oil but be careful not to pour too much!
- Take care when chopping up vegetables. Exercise caution with the knife!
- Check with everyone to be aware of any allergies that may exist.

.....in different genres.....

Recipe

Step 1 ⇒

Step 2 ⇒

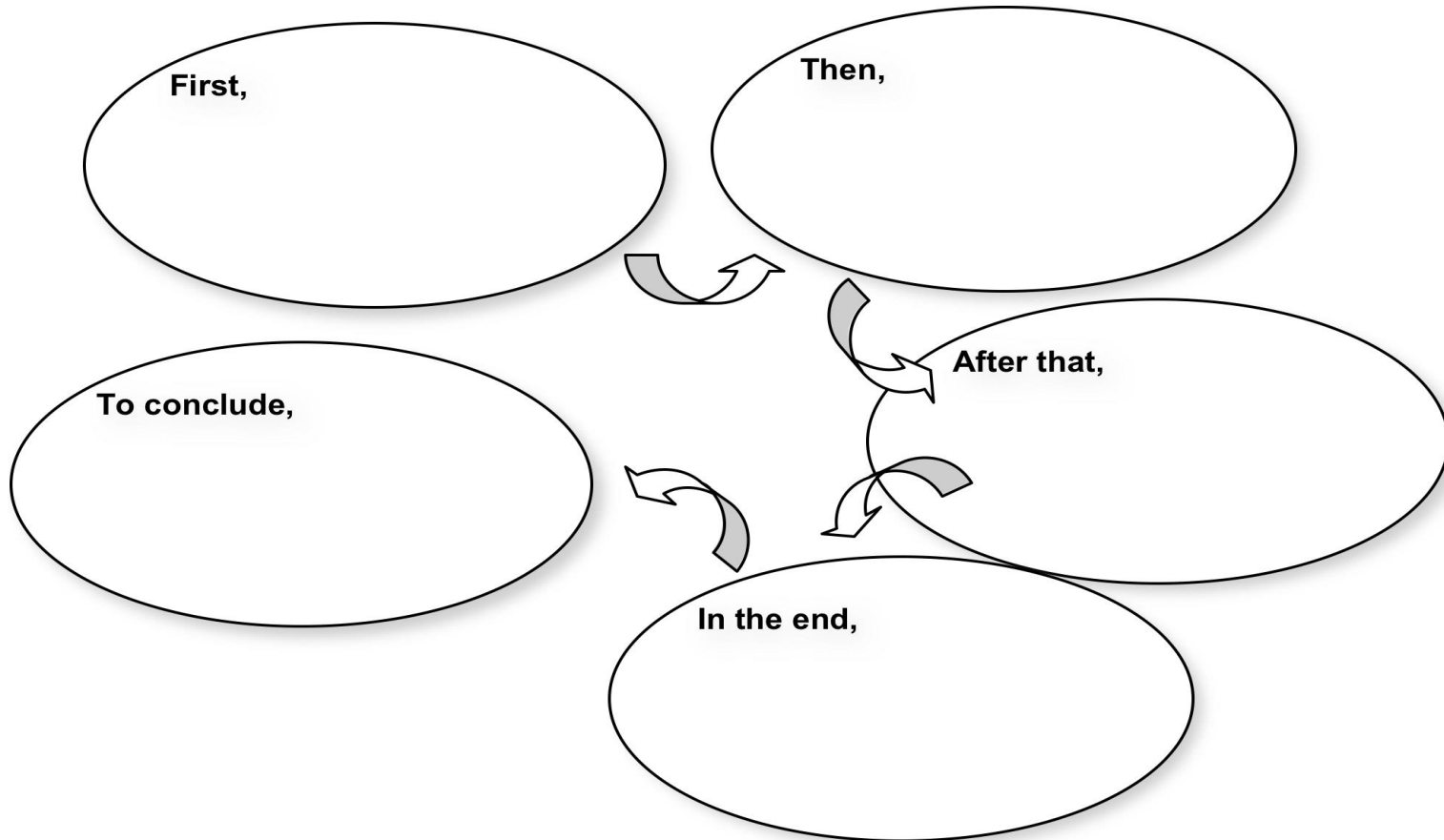
Step 3 ⇒

Step 4 ⇒

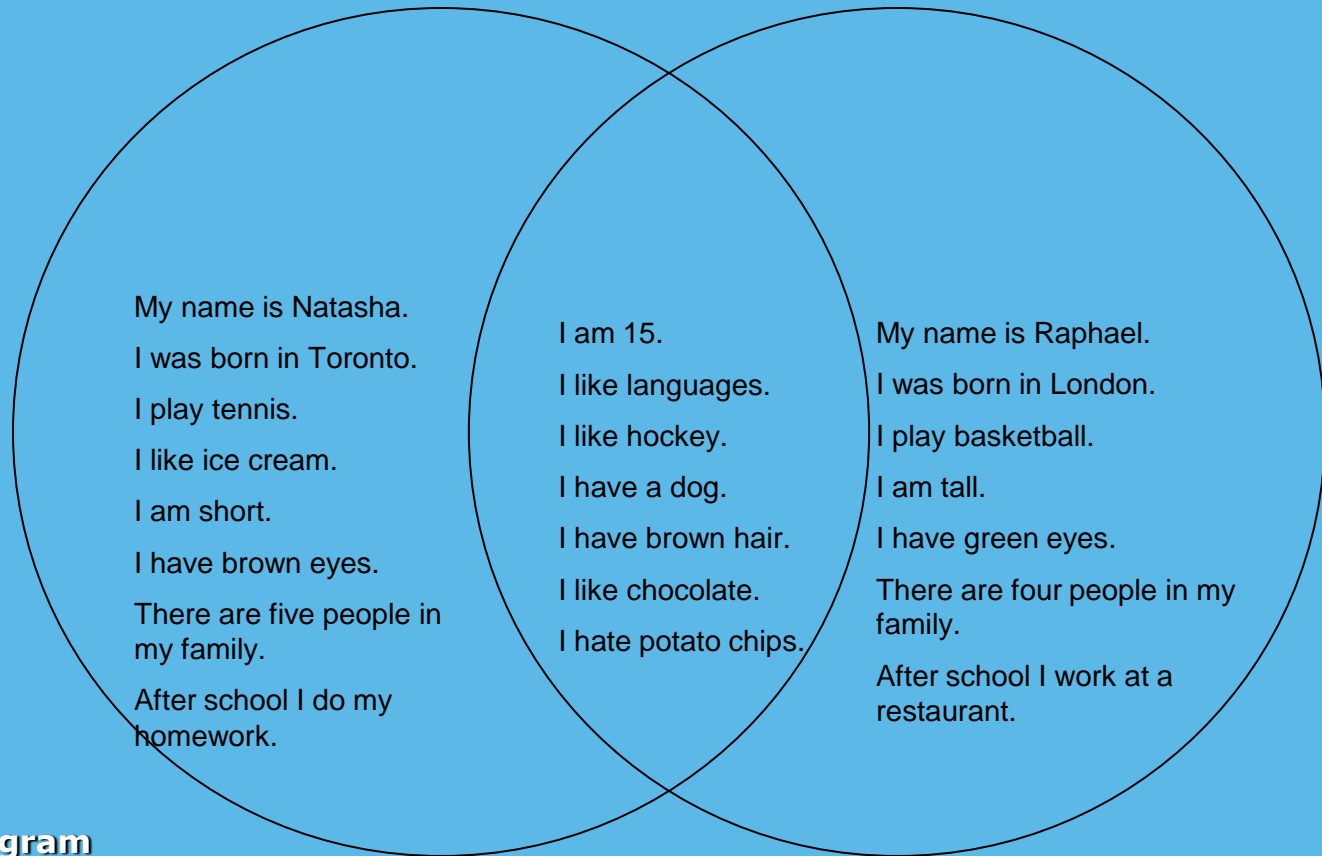
Step 5 ⇒

Diversify and/or differentiate...

Description



The simplest activities



The Venn Diagram

- Cooperative -think pair share, work together to create
- Content-based -graphic organizer used to work with literacy
- Communicative -oral interaction, personal sharing

The simplest activities....



	I like winter (Yes)	I don't like winter (No)
	I like skiing.	It's too cold.
	Winter is hockey season.	You have to wear too many clothes.
	I enjoy winter celebrations.	There isn't much sunshine.
	My birthday is during winter.	You have to stay indoors.
	The snow is beautiful.	I don't like winter sports.
	I like sitting by the fire.	I don't like putting on boots!
	etc.	etc.

The T Chart

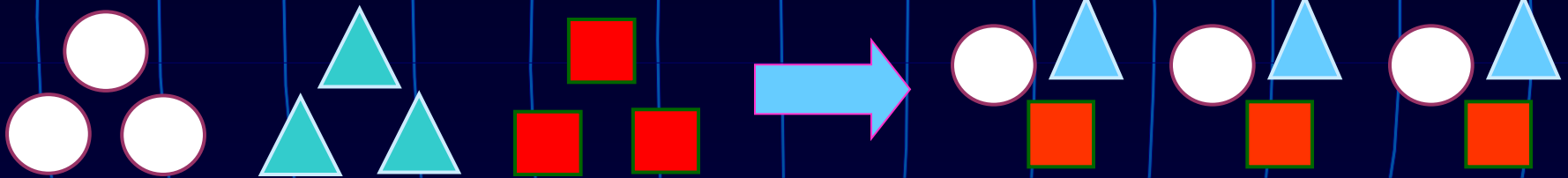
- Cooperative -catalogues discussion if done in groups
- Content-based -uses thematic vocabulary key to unit
- Communicative -personal connection, expresses thought

Cooperative



Expert Groups

Share Groups



Postcard Jigsaw Activity

- A. Each group receives a portfolio of postcards related to the same place. The group reads the texts and discusses them so that the information is understood.
- B. Notes are taken.
- C. Each member of each original group goes to newly-formed groups to share the information.

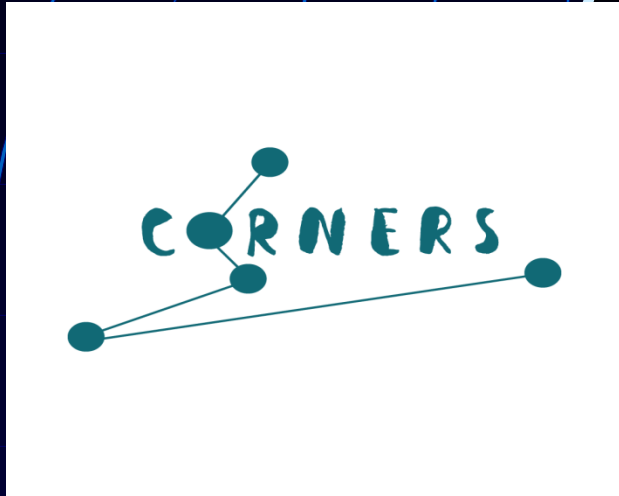
What are other Cooperative Activities?

- Think Pair Share



If I lived in a light house, I would have to...

What are other Cooperative Activities?



What is good for society at large is more important than what is good for the individual.

1. Think – make your notes (agree, strongly agree, disagree or strongly disagree?)
2. Decide on your stance
3. Communicate with others and create your position – reference items to prove your point

Communicative

A Weekend in Niagara Falls

● You are packing your bags for a trip to Niagara Falls (or other). ● You will be staying with other classmates and a chaperone teacher at a fairly good hotel. ● You are taking the following:

1. a pair of shorts
2. your diary
3. a camera
4. a pair of pants
5. a video camera
6. a guide book

7. brochures about entertainment in Niagara Falls
8. a novel
9. an umbrella
10. a pair of running shoes
11. a blow dryer
12. a toothbrush, toothpaste & dental floss

13. a bathing suit
14. something nice to wear to the theatre
15. a jacket for the evening
16. socks
17. shampoo & conditioner
18. a T-shirt

Step 1: There is no room! Pair up with a friend and decide which items to take out. (5 minutes)

Step 2: Done! Now, you and your friend must take out five more things! (5 minutes)

Step 3: The suitcase is still tight! Take out 3 more things and then complete the visual below. You should have a total of 12 items.

Step 4: Compare all the suitcases in the class.



The information gap

Our treasure chest has these things:

- Something that was borrowed
 - Something that came from outside of this country
 - Something that is orange
 - Something that can help us communicate with others
 - Something that is edible
 - Something that shows effort
 - Something that is cherished
- Gather from the classroom
 - Work with others to explain how the items fit the descriptions



About reflective and critical thinking/learning – Assessment AS Learning

- Assess at the start before anything.... **critical** thinking even with just a simple picture! When and where was this taken? Evidence answers!



Know	Want to Know	Learned



Anticipation Guide

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. This princess will be married by the end of the book.		
		2. The prince is brave.		
		3. The dragon is powerful and mean.		
		4. Someone will need to save the princess in this book.		

Headlines!!! *(Debate & Discuss)*

What are these headlines about?

- **Feminism's final frontiers** *(Globe and Mail)*
- **Maritimes face a new brain drain**
(Globe and Mail)
- **Two minutes for looking good –
popped and puffy** *(National Post)*
- **No-hero zone** *(National Post)*

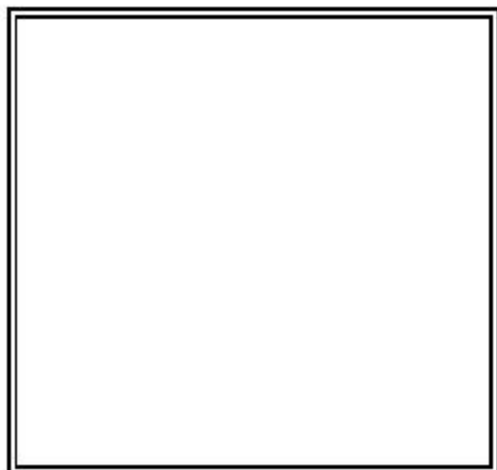


June 1, 2013 newspapers

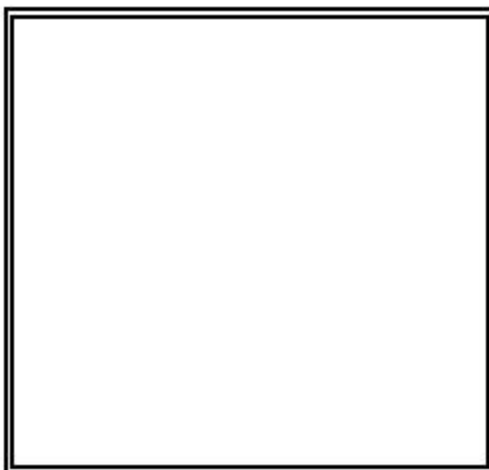
PROBABLE PASSAGE:
FICTION

Title of Text: _____

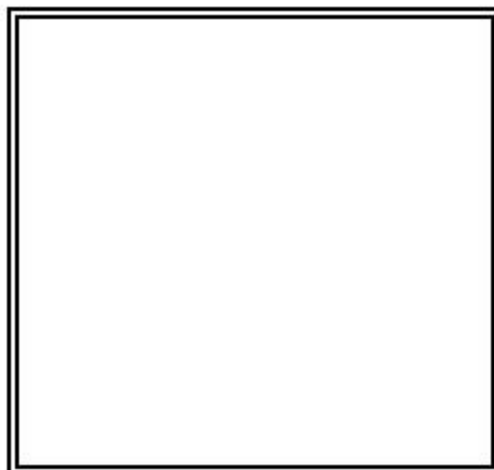
Characters

A large, empty rectangular box with a double-line border, intended for writing the characters of the text.

Setting

A large, empty rectangular box with a double-line border, intended for writing the setting of the text.

Problem

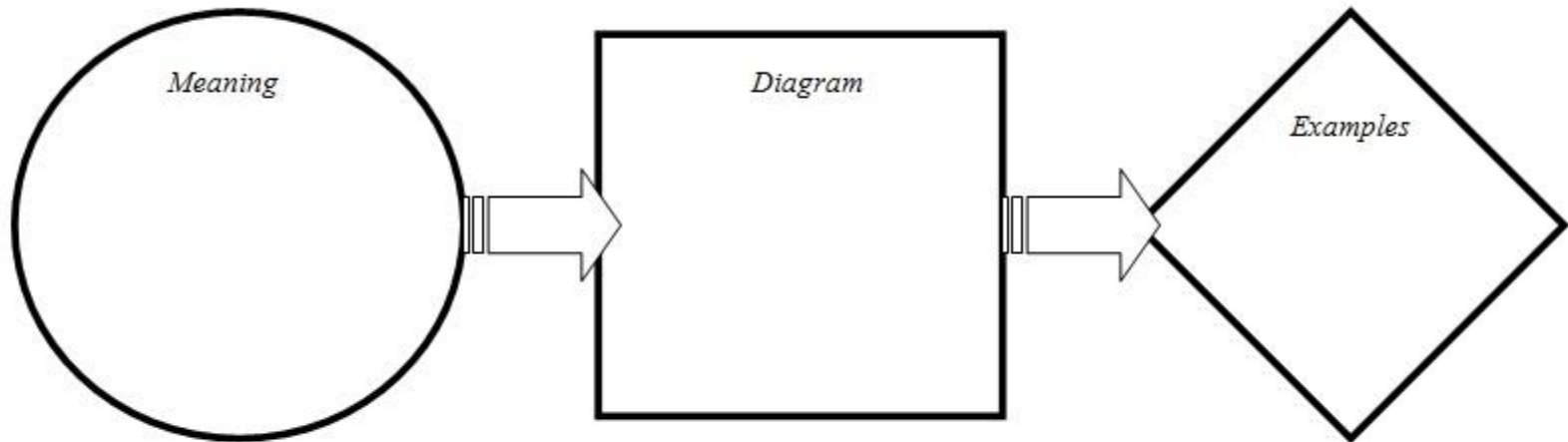
A large, empty rectangular box with a double-line border, intended for writing the problem of the text.

I think this text is going to be about ...

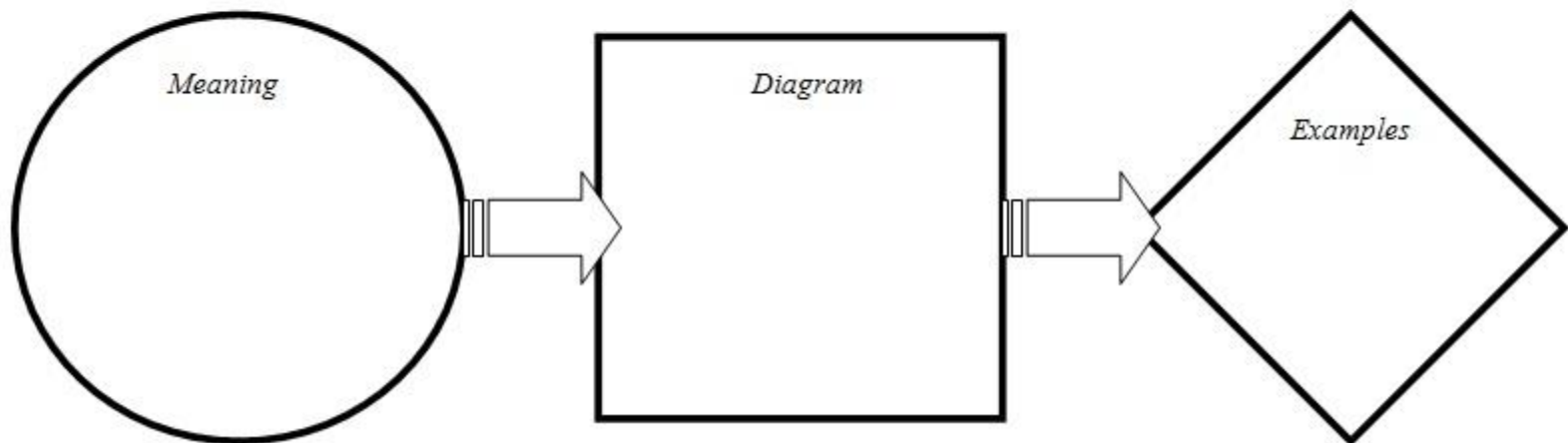


Concept Map

Term / Concept 1: _____



Term / Concept 2: _____





WORD SCROLLS

What it is

Examples

What it is not

Anti-Examples

WORD

Definition

Practice



Every Teacher is a Language Teacher

- Vocabulary banks such as anchor charts
- Summarizing and retelling
- Content overviews
- Connections to life
- Graphic organizers
- Visual support
- Cooperative groups and peer reviews
- Differentiation
- Assessment focused
- Oral talk on content
- Handling texts, developing academic language (BICS & CALP)



And focus comes back to **form** too

What is HOTS and LOTS?

- When, where, why, who, what

VS.

- Open-ended

Cummins' BICS and CALP

- BICS (Basic Interpersonal Communication Skills)

- daily chats
- surface talk
- social conventions
- functional



- CALP (Cognitive Academic Language Proficiency)

- deeper language knowledge
- content area vocab

BICS y CALP de Cummins

- BICS (Habilidades Básicas de Comunicación Interpersonal)

- charlas diarias
- Conversación superficial
- convenciones sociales
- lenguaje funcional



- CALP (Competencia en el Lenguaje Académico)

- conocimiento más profundo del lenguaje
- vocabulario de áreas de contenido
- académico y específico

BICS or CALP?

- I think.....

- In my opinion,

- Guess



- same

- I assume, I predict....

- According to....
In my view

- Hypothesis
(Science);
Estimate (Math);
Speculation
(Social Sciences)

- identical

About tone...and language varieties

Tone differences.....

Come on!

Yeah, right!

*I'm sure she'd
be happy to
help you*

Varieties - Brit Aussie Kiwi Yankee Canuck??

Canadian English.....

I mean

go

like

eh!

Canadiana.....



- Conversations at winter bus stops.....

Brrr..... Cold enough for 'ya?

I never been so cold....You got that right....

Is it ever? They said it was goin' to be cold...

https://www.youtube.com/watch?v=13U4_Fl4gc

Multicultural to Intercultural Education: What's the difference?

Multicultural Education



Intercultural Education

Heroes and Holidays

Multiculturalism/
Culture as
Subject

Multiple
Perspectives

Social
Action/Intercultural
Understanding

How inclusive is your school or classroom? What is your strategy to making the environment more inclusive for all diversities???

From Multicultural to Antiracist (Inclusive) Education

Surface

- Generalizations of culture
- Stereotypical assumptions
- Foods and festivals
- Performing arts
- Information and “facts”

vs.

Deeper Understanding

- Critical reflection
- Cross-cultural learning and participation
- Presentations on local regions/aspects
- Intercultural communication
- Literature

My Life as Greek-Canadian

- Plates
- Zorba
- National dress
- Foods
- Islands

What is your inclusiveness plan? What is culture and what is language? How do we learn from each other and about each other for true communication???



Constantine J. Ioannou

Twitter: **@cjioannou**

The Butterfly and the Flower

العزاشة والوردة

by Ola

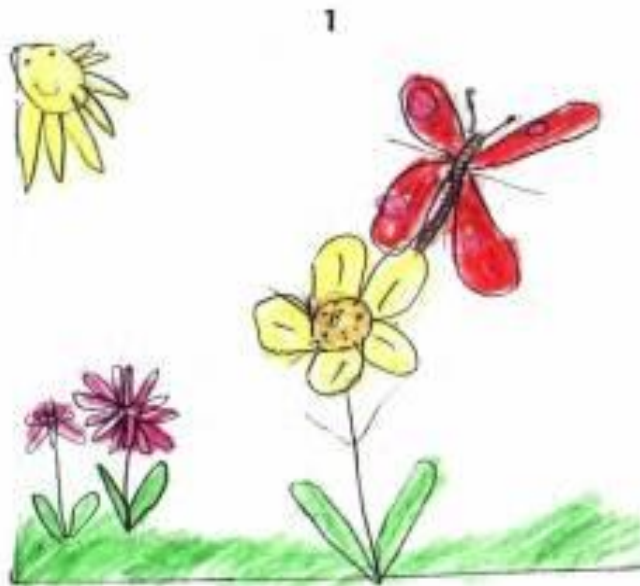
بواسطة علا

March 2003

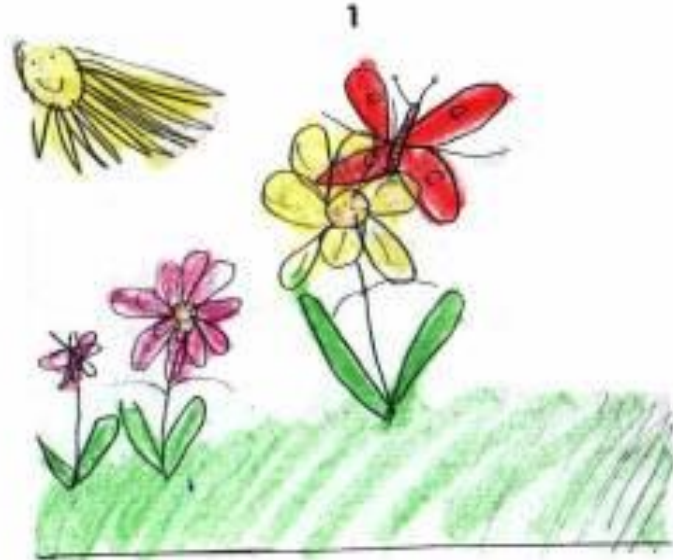
إذار ٢٠٠٣

English and Arabic

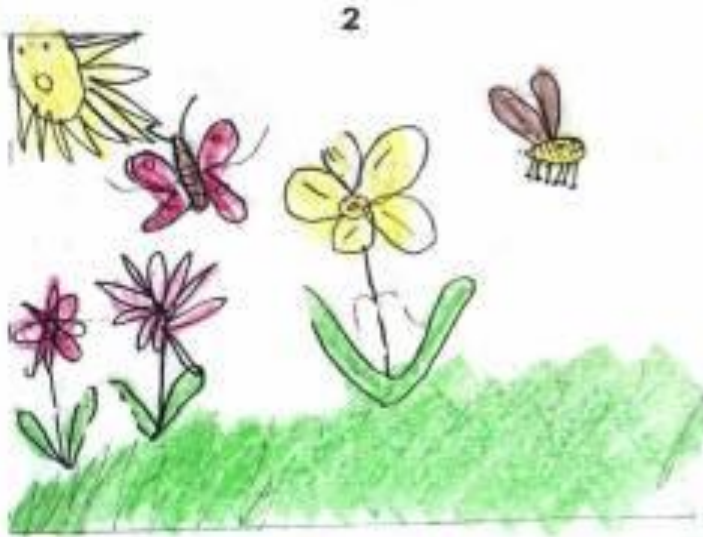
From the
works of Dr.
Jim
Cummins –
multiple
literacies at
the Peel
DSB



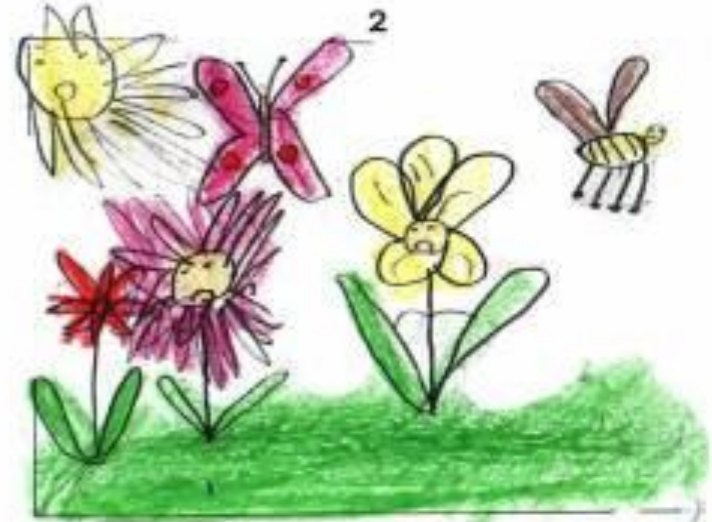
I see a small butterfly. It has beautiful colours. It flies from flower to flower. The butterfly stands on the yellow flower.



أنا رأيت فراشة صغيرة
الوانها جميلة. تطير من
وردة الى وردة
الفراشة وقفت على
وردة صفراء اللون

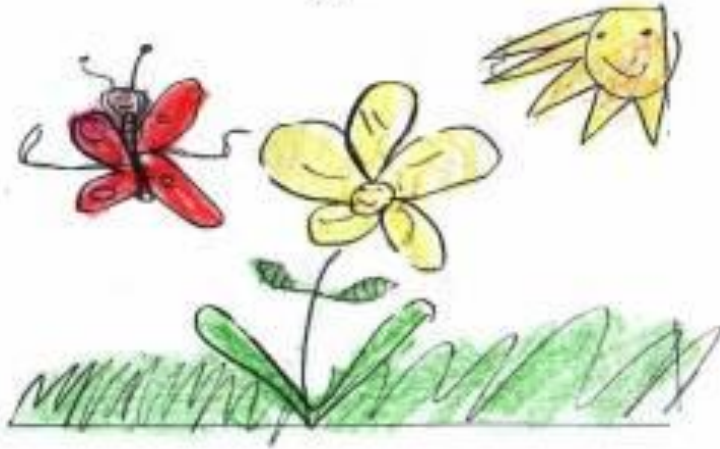


The flower says,
 "Welcome, Butterfly.
 Before you came, the
 bee came to me and
 took nectar from me.
 How about you? What
 do you want?"

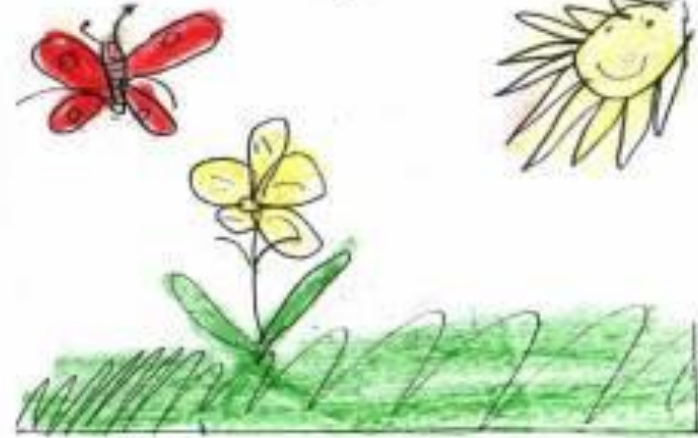


الوردة قالت
 مرحباً بك يا فراشة،
 فلما أتت نحلة لي
 وأخذت مني رحيق
 الزهر وماذا عنك ماذا
 تريد مني؟

3

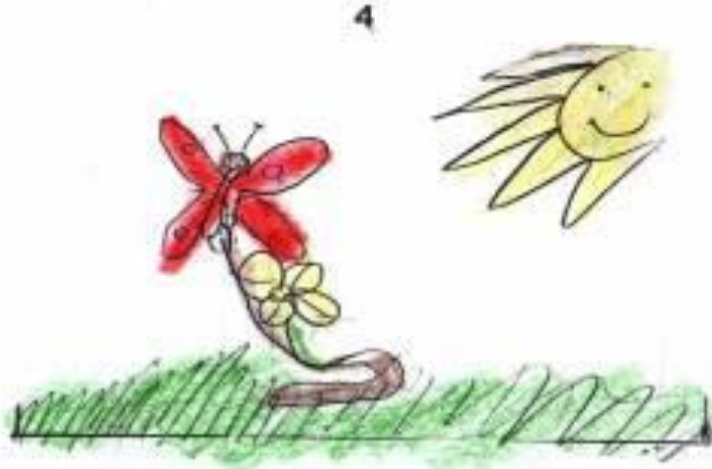


3

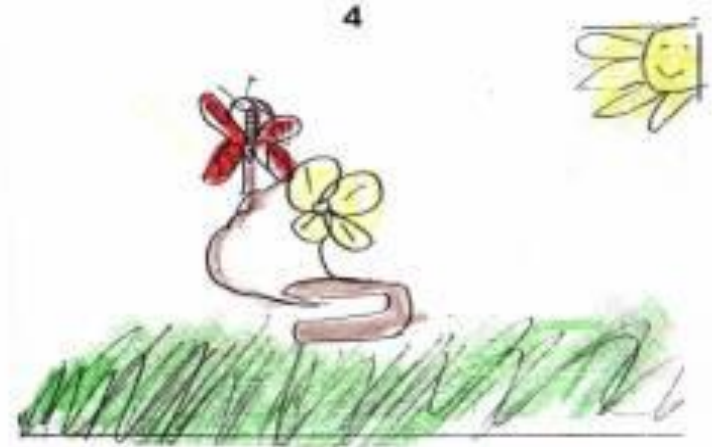


The butterfly says to the flower, "I don't want anything from you. I just want to play with you."
The flower answers, "What will we play together?"

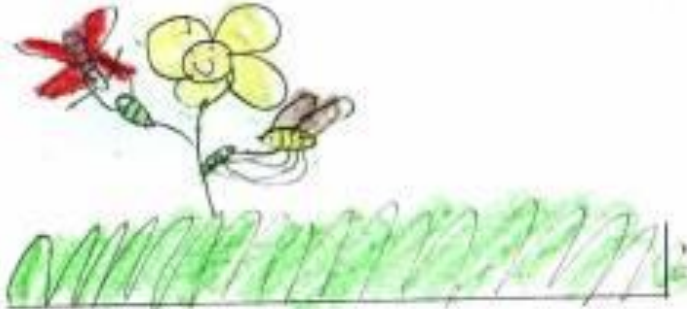
الفراشة قالت الى الوردة
انا لا اريد شيئا منك . اريد
قط ان نلعب . قالت
الوردة ما ذا نلعب معاً ؟



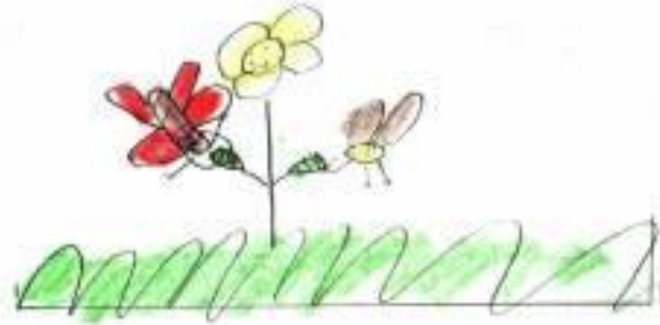
"We can play on the swing," says the butterfly. The flower is so happy. "Let's play!" she says to the butterfly. The butterfly gives the flower a push.



تستطيع ان تلعب لعبة الارجوحة
قالت الفراشة . الوردة سعيدة
جدا . هيا تلعب . قالت الفراشة
دفعت الفراشة الوردة .



The flower says to the butterfly, "This game is nice."
The butterfly answers, "But friendship is nicer!"



قالت الوردة للفرشقة
هذه اللعبة جميلة
اجابت الفرشقة كنت
كانت صداقتنا اجمل.



Constantine J. Ioannou

Twitter: **@cjioannou**