

THE ADVANTAGES OF UTILIZING PRIMARY HOME LANGUAGES IN EARLY GRADE CLASSROOMS TO EMPOWER MULTILINGUAL LEARNERS



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HIGHLIGHTED FACTS

- Children are experts in their home language, which aids in learning a second language (Coulombe & Lafferty Márquez, 2022).
- Using students' home languages can solidify their understanding and support English language acquisition (Genesee, 2009).
- Allowing connections between new English terms and known words supports language learning (Coulombe & Lafferty Márquez, 2022).
- Picture Word Inductive Model aids vocabulary building and language structure understanding (Gonzalez, 2022).
- E-books with customizable features and bilingual dictionaries assist students in following lessons and improving comprehension (Shulman, n.d.).
- Six stages: pre-production, early production, speech emergent, beginning fluency, intermediate fluency, advanced fluency.
- Translation apps enable real-time communication and participation in classroom discussions.



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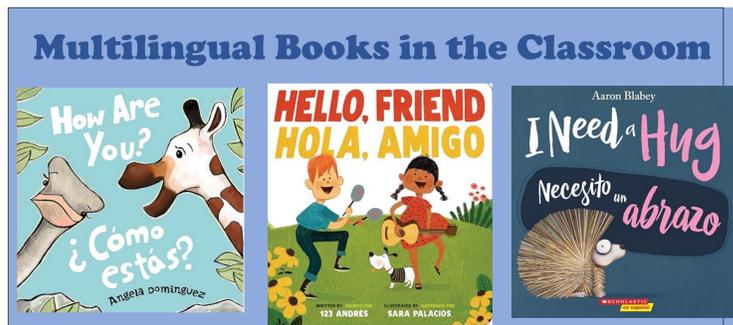
Picture retrieved from ValentinaESL.

WORD INDUCTIVE MODEL

Emerging level students benefit greatly from the explicit use of visuals to support their comprehension and language acquisition around specific topics. The Picture Word Inductive Model (PWIM) is an instructional strategy that leverages this by explicitly and systematically teaching essential nouns, verbs, details, grammatical structures, and vocabulary words associated with a topic using a single visual.

STEP BY STEP OF (PWIM)

1. Choose a highly detailed image that teaches a concept.
2. Share the picture with the class on a large screen.
3. Write the name of the noun on the image in one color and draw a line from annotation to that particular noun.
4. Then write the verb for this noun in another color.
5. Complete the sentence with the details of that noun in a different color.
6. Repeat this process for the rest of the nouns in the image.
7. Ask students to tell their partner about the picture using the annotated image.
8. Ask students to write about the picture using the annotated visual.



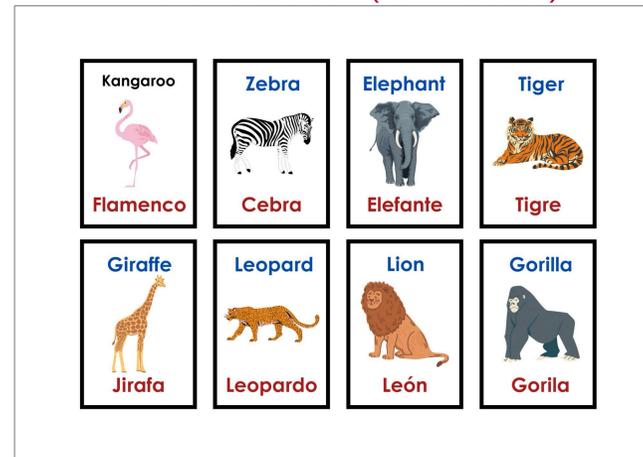
Picture books retrieved from Google and Scholastic.

TPEP CRITERION

Criterion 3

This topic aligns with the Teaching Performance Expectation Project (TPEP) criterion by addressing the diverse needs of students in the classroom. It emphasizes the importance of culturally responsive teaching practices, which is a key component of effective teaching according to TPEP standards. By recognizing and utilizing students' primary home languages, educators can create a more inclusive and supportive learning environment that caters to the linguistic diversity of their students.

WORD WALL CHART (KENNY LARIOS)



WHAT DOES THIS MEAN FOR ME?

When I was in kindergarten, there was no English Language support, and I felt lost. I couldn't even say "Can I go to the bathroom?" and had a hard time comprehending the teacher's instructions. However, when she mentioned something in Spanish, like "dos," I understood it meant "two," and I knew we were doing math. This small connection made a big difference for me.

This experience is one of the main reasons I wanted to become a teacher. I aim to guide students who find themselves in the same situation I was in, providing them with enriched learning opportunities in their own language. I don't want them to fall behind. I want them to be on the same page as their classmates and not feel left out.

Through my research on the advantages of utilizing primary home languages in early grade classrooms, I've learned how essential it is to support multilingual learners. This research has taught me valuable strategies that I plan to use in my future career as a teacher. By incorporating students' home languages into the classroom, I hope to create an inclusive and supportive learning environment where all students can thrive.

Phonological Exercises for Monolingual Learners

Teachers can use phonological exercises to help monolingual learners understand sounds and language rules. For example, students can identify words starting with the same sound in English or their home language. One activity involves selecting a letter (e.g., 'S') and brainstorming English words like 'son,' 'sock,' and 'snake.' Then, students can contribute words in their home language with the same sound, such as 'sol,' 'silla,' and 'sandía.' This exercise enhances awareness of similar sounds in different languages, reinforcing phonological patterns and building language connections.

Phonological Exercise retrieved from Colorín Colorado.

Second-Language Acquisition Theory

This theory outlines six stages of learning a new language: pre-production, early production, speech emergent, beginning fluency, intermediate fluency, and advanced fluency. It highlights the importance of developing primary home language skills as a foundation for acquiring a second language. Cummins' theory, which emphasizes the interconnectedness of language proficiency across languages, suggests that proficiency in a primary language positively influences second language acquisition. By supporting multilingual learners in maintaining their primary languages, educators can facilitate better overall language proficiency and academic success.

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

Chart and model retrieved from Colorín Colorado.



INQUIRY QUESTIONS

1. How can the integration of primary home languages in early grade classrooms be optimized to empower multilingual learners and enhance their academic success?
2. How do educators effectively integrate primary home languages in early grade classrooms to promote linguistic development and academic success for multilingual learners?



Photo retrieved from Smore.