

Dual Language Leadership Toolbox: Creating a Culture of Multilingualism

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Strategies that Promote Linguistic Equity

Aligning professional development and support for all stakeholders

- Classroom level (all teachers)
- School level (all staff)
- Community level (families, other stakeholders)

Physical School Environment

- ▶ Marquis
 - Information in both languages
 - Attention paid to if there is a favored side (more likely to be read)
 - Reviewed and edited for accuracy (vocabulary, grammar, spelling)
- ▶ School signage (in all public spaces)
 - Consistently posted in both program languages
 - Attention paid to font and font size, prominence, and positioning of the two program languages (which comes first?)
- ▶ Foyer and Front Office
 - Staff fluent in the partner language
 - Forms and key information available in both languages
- ▶ Hallways
 - Student work displayed in both program languages
- ▶ Library
 - Adoption of a clear system for locating books in each program language
 - Equitable distribution of literacy resources in the two program languages

School-wide Communications

- ▶ Announcements
 - Conducted in both program languages (alternating basis)
 - Language learners (children and adults) participate (risk-free)
- ▶ Fliers and PTO communications
 - Consistently disseminated in both program languages
 - Distributed at the same time (no lag for translation)
 - Reviewed and edited for accuracy (vocabulary, grammar, spelling)
- ▶ Web site
 - Information provided in both program languages
 - Culturally relevant information included for all stakeholders
 - Links provided to resources in both program languages for home support of student learning

Language Use Practices

- ▶ Classrooms
 - Language policy adopted that elevates status of the partner language
 - Teachers and students embrace their roles as language models and language learners
 - Diverse dialects and types of language are explored and celebrated
 - Issues of language inequity, language status, and language loss are openly discussed and analyzed as part of the DL curriculum
 - Identify an “audience” to whom projects (presentations, posters, published pieces) are targeted, to build student awareness of how emergent bilinguals determine what language to use in which contexts (e.g., letter to President Obama – “Do we write it in English or in Spanish? In English, because that is the language he is most proficient in;” however, public service announcement to newly arrived immigrant families from El Salvador – “Do we produce it in English or in Spanish? In Spanish, because that is the language the audience is most likely to understand;” or finally, a poem expressing your identity as an emergent bilingual student – “Do we write in it in English or in Spanish? In English or in Spanish or in both languages, whichever best expresses our identity!”)
- ▶ Hallways
 - Language policy adopted that elevates status of the partner language (greetings, polite phrases, idioms, etc.)
 - Rewards and incentives
- ▶ Teachers’ Lounge
 - Greetings, phrases, idioms, food items, etc.
- ▶ Staff Meetings and Professional Development Sessions
 - Conducted in both program languages
 - Provide space for translanguaging
 - Include all staff in DL-specific PD and teach partner language words and phrases
- ▶ Cafeteria
 - Mix student groups heterogeneously
 - Language policy
 - Rewards and incentives
- ▶ Playground
 - Reward use of partner language during recess
 - Teach recess games in the partner language