

MULTILINGUAL EDUCATION POLICY IN HAWAI'I

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The Power of Language Education Policies

- Language education policies have a long-standing individual and societal impact.
 - Immigrants to the U.S. typically shift entirely to English by the third generation. School language policies can either speed up or reverse this process.
 - Language education policies determine access to content and student learning, creating or limiting future opportunities.



Why a Language Education Policy and Vision for the Education of Multilingual Learners in Hawai‘i?

- Language policies can foster repression and marginalization, or they can foster social justice.
- Schools therefore need language education policies that support multilingual learners and the languages they speak.
- “Multilingualism for Equitable Education” (proposed Hawai‘i BOE policy 105.14) is full of promise!



21st Century Geopolitical Changes & Bilingualism: Dynamic bilingualism in families & communities



日本語



Why multilingual education? Some of the evidence

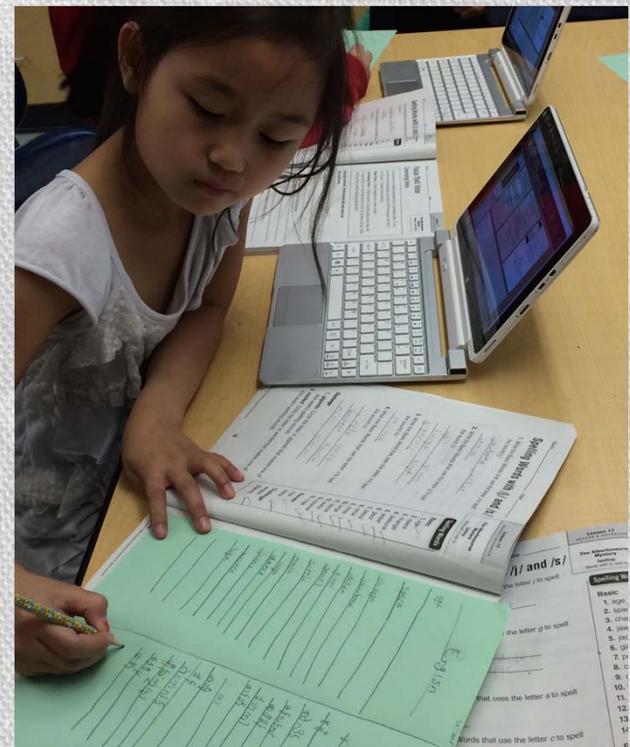
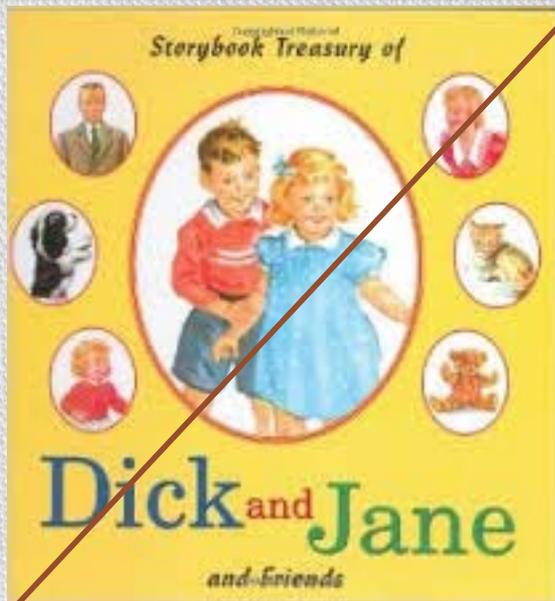
- Multilingual learners who develop and maintain their home languages in school likely outperform their peers in English-only programming and succeed academically (Baker, 2011; Krashen & McField, 2005; Rolstad, Mahoney & Glass, 2005; Thomas & Collier, 1997).
- Strong support for the interdependence hypothesis (Cummins, 2000) - skills that students learn in their home language transfer to English.



Why multilingual education? (cont'd)

- Teaching students to read in their home language promotes higher levels of reading achievement in English (Goldenberg, 2008).
- Failure to support students' home languages and cultures in school leads to language loss over time, discouragement, and alienation, which are associated with poor performance in school (Menken & Kleyn, 2010; Baker, 2011, Cummins, 2000; Valenzuela, 2005).

Curriculum & teaching in today's multilingual world



How?

- Structures & Pedagogy
- Preparation of Teachers and School Leaders
- Assessment
- Ecology of Multilingualism



Structures & Pedagogy (programs not “models,” and not monolingual)



- Rooted in the language practices and cultures of the communities, when communities so desire them
- Formal multilingual education
 - E.g., developmental multilingual education such as the one-way or two-way dual language bilingual programs
- English-medium multilingual education
 - E.g., ESL + students’ home languages through translanguaging

Structures and Pedagogy (cont'd)

- Flexible languaging/translanguaging in program structures and pedagogy
- Includes critical multilingual awareness component
 - Hawaiian language, Hawai'i Creole English, immigrant languages, and Standard American English



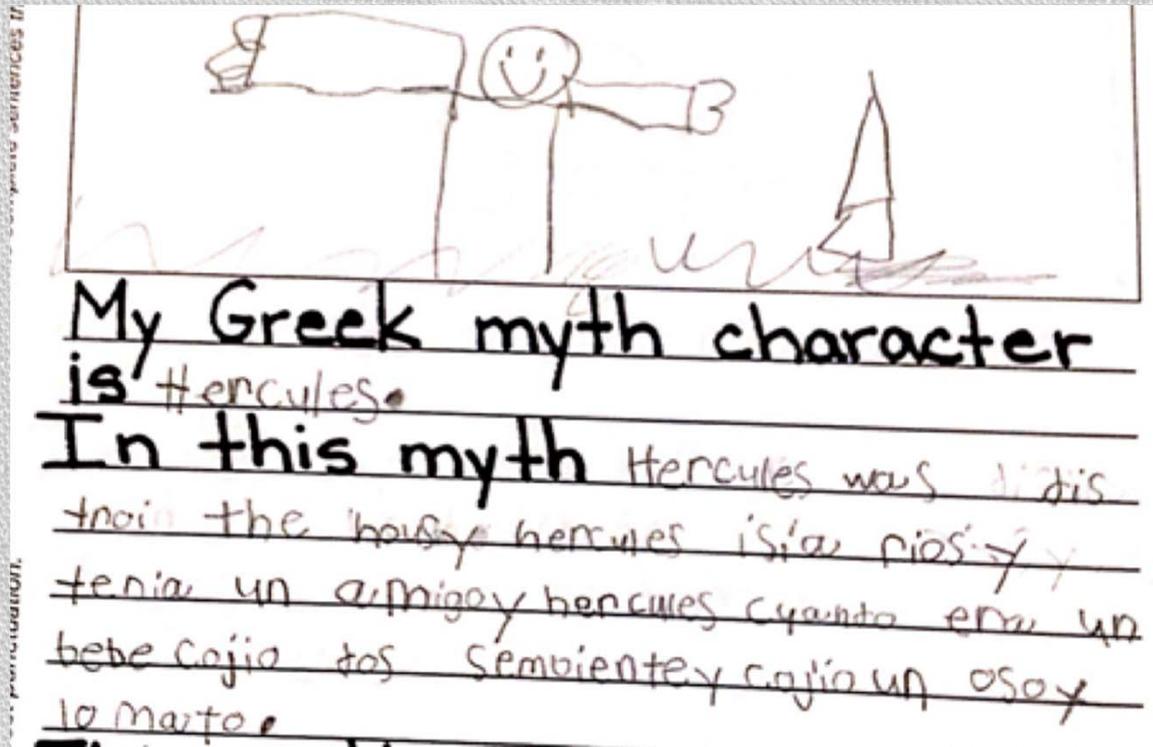
Preparation of Teachers and School Leaders

- All teachers, school leaders, and school staff have preparation in multilingual education (MLE)
 - At least a course as part of preparation programs
- New state endorsement/certification in Multilingual Education for teachers in BE/MLE schools (Hawai'iian and other languages)
- Grow your own...
 - E.g., with speakers of students' home languages, such as teaching assistants, training in a school/university partnership.

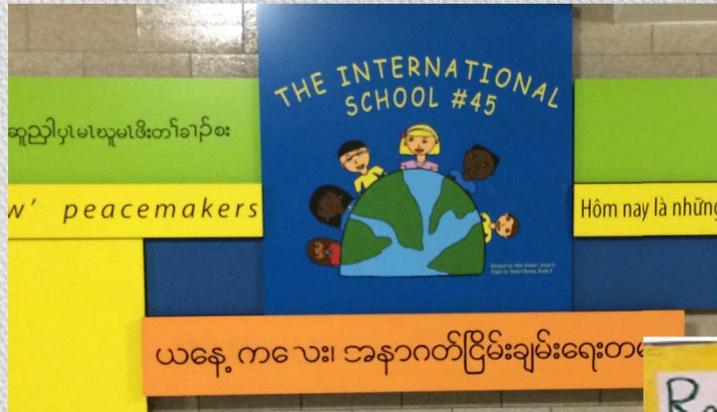


Assessments

- Fair and appropriate for multilingual learners
- Must be multilingual, available in the languages of the students
- Use and permit flexible languaging
- Closely connected to classroom practices
- Culturally appropriate

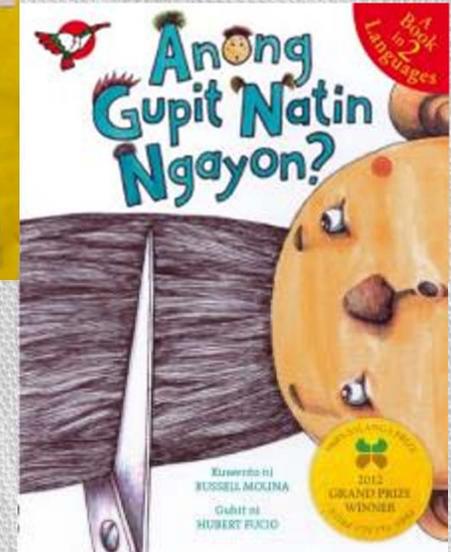


Multilingual Ecology



	နားထောင်သည်	နားထောင်သည်	နားထောင်သည်	နားထောင်သည်	နားထောင်သည်
	Listen	တိနိတန့်	kusikiliza	écoutez	كلم
	မကား ပြောတယ်				
	Speak	ကတိတ်	kusema	parlez	تكلم
	ဝါဝင်ဆောင်ရွက်သည်	ဝါဝင်ဆောင်ရွက်သည်	ဝါဝင်ဆောင်ရွက်သည်	ဝါဝင်ဆောင်ရွက်သည်	ဝါဝင်ဆောင်ရွက်သည်
	Participate	နင်လီမာသက်တ	participate	participa	شارك

Ran anim	Hello	Lotu wo
Mogethin	Aloha	Len wo
Alii	Lakwe	Kumusta
Kaselehia	Tirow	Hafa adai
	Talofa	Malo ē lelei





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