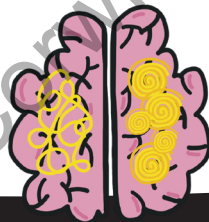
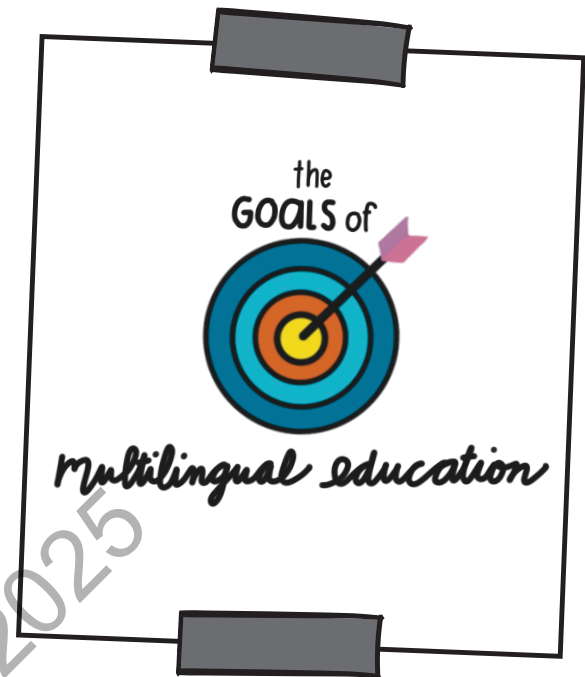


***What are the ...***  
**goals of**  
**multilingual**  
**education?**

The goals of multilingual learner education are aimed at supporting students who are acquiring proficiency in English as an additional language. Multilingual learner education supports the development of bilingualism and biliteracy, where students maintain and develop proficiency in their home language(s) while acquiring English proficiency. This facilitates cognitive development, academic achievement, and cross-cultural understanding.

Multilingual education in one form or another has been part of the landscape since colonial times. Even when schooling was not a guarantee, people recognized the importance of the shared language of the community as a means to sustain and grow economically and socially. In pre-1700 colonial America, an estimated 18 languages, in addition to those spoken by Indigenous peoples, were used. In fact, anti-British sentiments of the time fostered debate about whether “barbarous English” should be eliminated altogether.<sup>17, 18</sup>



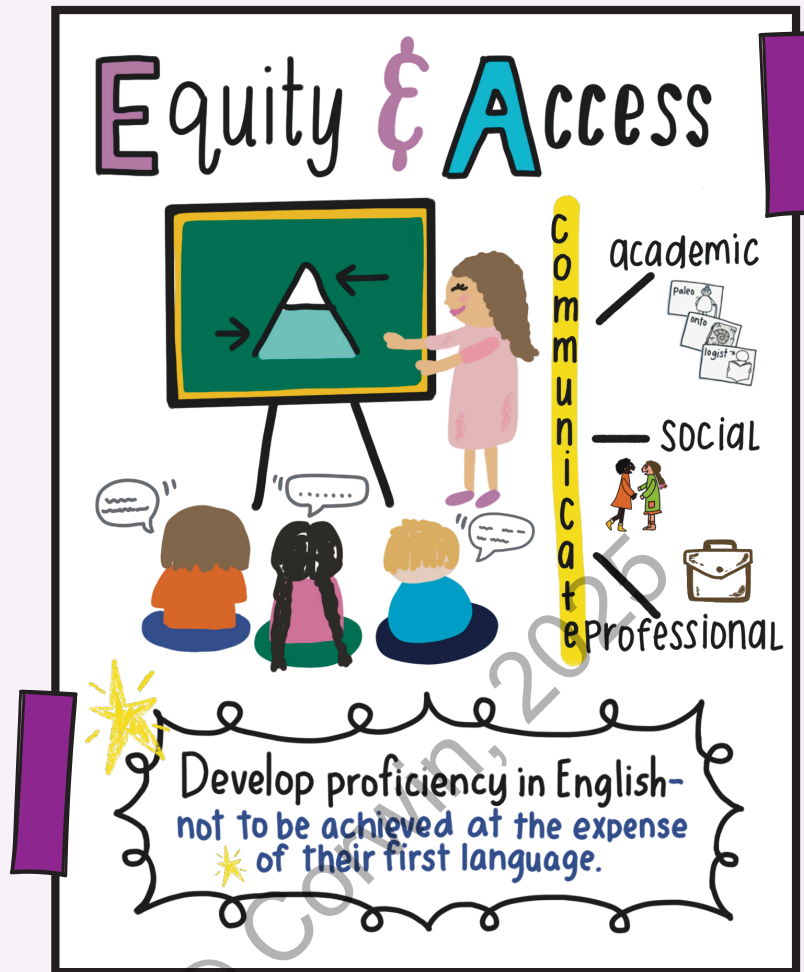
## MYTHS AND MISCONCEPTIONS

- Controversies about language development in schools first emerged in the 20th century.
- The goal of multilingual education is English development.
- The only way to promote English development is to suppress the use of other language at school.



For discussion of these myths and misconceptions, visit the companion website: [qrs.ly/ieg95vp](https://qrs.ly/ieg95vp)

# ACADEMIC LEARNING AND ATTAINMENT



At its center, multilingual education ensures that all students, regardless of linguistic background, have equitable access to high-quality education and opportunities for academic success. An important goal of multilingual learner education is for students to develop proficiency in English, enabling them to communicate effectively in academic, social, and professional settings. Importantly, this is not to be achieved at the expense of their first language. Many multilingual adults today still recall when they were forbidden to speak their home language in school. Misguided efforts to eradicate any language other than English from being used at school led to many harmful effects, including language shame and loss of first language maintenance and the ability to communicate at home.<sup>19</sup> Multilingual learner education aims to support students in accessing and comprehending academic content across various subjects.

This includes developing language skills necessary for reading, writing, listening, and speaking in English to succeed academically.

In addition to English language development, multilingual learner education seeks to ensure that students achieve mastery of grade-level content standards across subject areas. This involves providing appropriate scaffolding, resources, and instructional strategies to facilitate understanding and learning that lead to content mastery.

# SOCIAL INTEGRATION, COMMUNICATION SKILLS, AND EMPOWERMENT



A second broad goal of multilingual learner education aims to equip students with the social and communication skills necessary for meaningful interaction and collaboration with peers, teachers, and members of the broader community. Effective classrooms have a high level of social cohesion, defined as “positive interpersonal relations between students, a sense of belonging of all students, and group solidarity.”<sup>20</sup>

In other words, how do young people communicate, resolve problems, and learn together? Do members feel a sense of belonging? Do they have a sense of the common good? Teachers leverage social cohesion to accelerate learning, and these conditions are driven by the social integration and communication skills of its members, including multilingual learners.

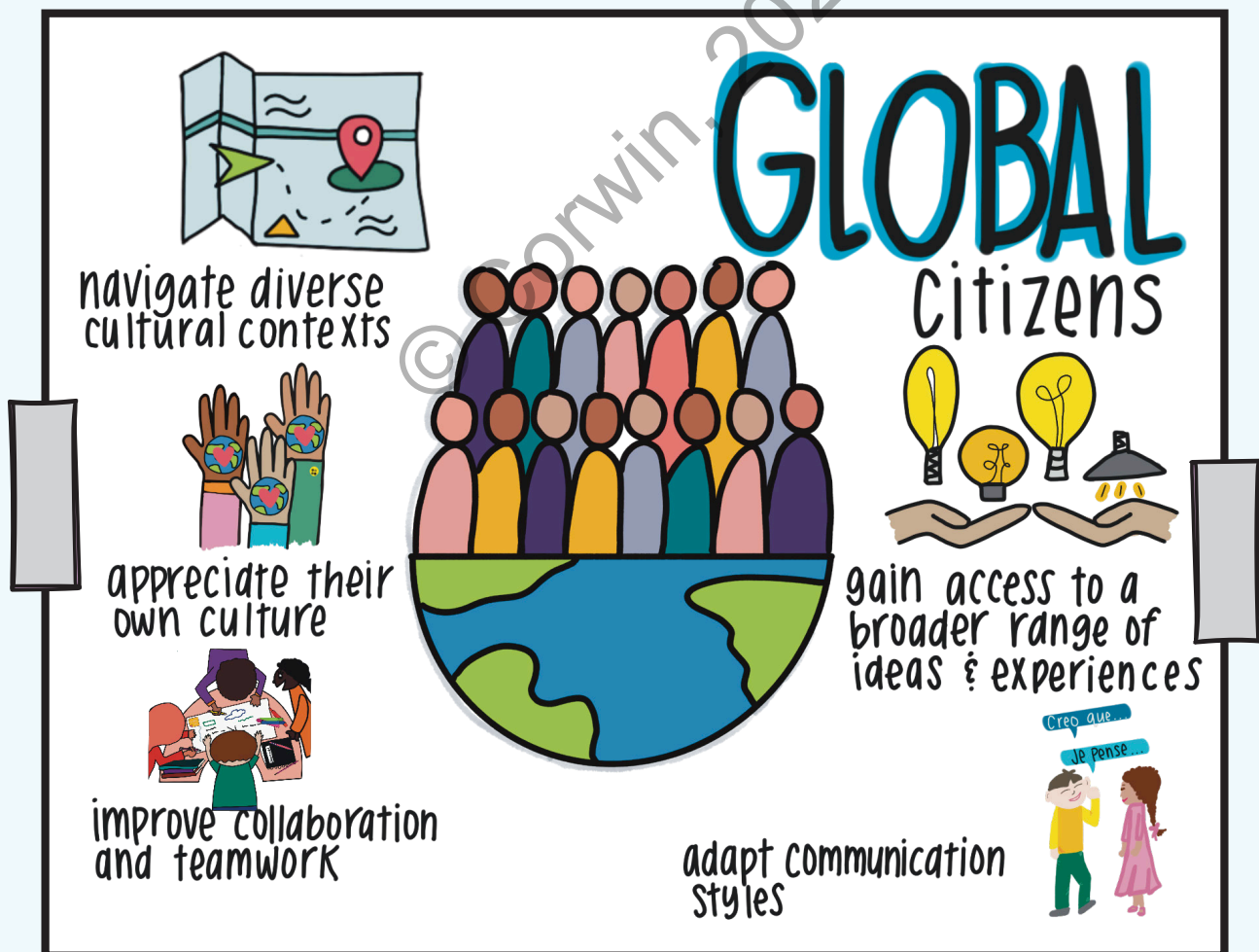
Related to social development is emotion growth, especially in the realm of empowerment and self-advocacy. Educators strive to empower multilingual learners to advocate for their own learning needs and navigate educational systems effectively. This includes promoting self-confidence, self-awareness, and a sense of agency in their academic journey.



# CULTURALLY COMPETENT GLOBAL CITIZENS

Educators strive to foster cultural competence among multilingual learners, helping them navigate diverse cultural contexts and develop an appreciation for their own cultural backgrounds as well as those of others. Cultural competence contributes positively to the other major goals of multilingual education—academic and social integration and communication.

Students who are culturally competent are better equipped to navigate linguistic and nonverbal cues, which are vital in intercultural interactions. They can adapt their communication styles to accommodate different cultural norms, thus improving collaboration and teamwork. Moreover, cultural competence promotes academic success. By embracing diverse viewpoints, students gain access to a broader range of ideas and experiences, enriching their learning environment. This exposure prepares them for the globalized workforce, where cross-cultural communication skills are highly valued.



Social integration and communication among peers is an essential aspect of academic learning, but one that is sometimes overlooked unless a problem arises.

Consider how you can use or enhance your current practices to achieve this important goal of multilingual education.



## ELEVATE YOUR PRACTICE



### **Use hands-on group projects to promote social and academic interactions.**

Small group student projects allow young people to build relationships with their peers. You can enhance projects by making sure they are not strictly linguistically based by including visuals. Interact with groups who have members that are ML so you can provide scaffolding as needed. If there is a language broker (another student who shares the same first language), consider including them as members of the small group.



### **Create opportunities for students to provide and seek feedback from peers.**

Build the social cohesion of your class by providing regular opportunities for students to give and seek feedback from peers. Be sure to teach students how to do so, first! One method is to ask students to place one piece of work on their desk for which they would like feedback. Students circulate and leave stickies on 3 to 5 peers' desks where they pose questions and provide encouragement.

In my casa we...



### **Encourage students to use their native language in their learning.**

Multilingual learners move rapidly back and forth between L1 (first language) and L2 (second language) to make meaning. These students should be encouraged to use L1 whenever they need to. For instance, initial discussions with peers about a topic can be conducted in their first language as a means for them to more fully tap into prior experiences and background knowledge. Then have a member of the group report out using the language of instruction.

# the GOALS of Multilingual education



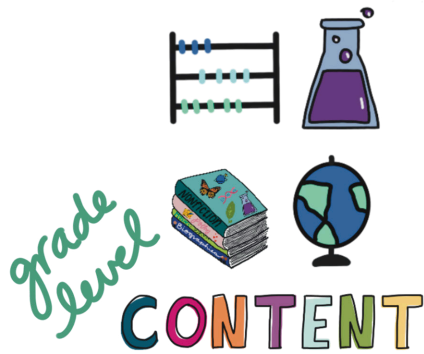
develop

## LANGUAGE

listening, speaking,  
reading, & writing



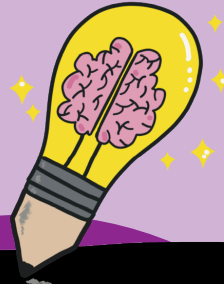
to communicate  
academically, socially, & professionally



friends  
relationships



WORK  
Post  
secondary



## ENVISION

**Sentence frames are an instructional strategy used with students to scaffold oral and written language. Use these sentence frames to guide your analysis and interpretation of the infographic on the facing page.**

*One significant relationship or connection I observe is . . .*

*An interesting pattern that emerges is . . .*

*A key concept highlighted that I had not considered before is . . .*

*An element I want to use in my practice is . . .*