

MAKING LEARNING INSTRUCTION ACCESSIBLE FOR MULTILINGUAL LEARNERS

by:

Erlinda L. Quezon

Teacher III Name of School: Lamao National High School

The construction of meaning is at the heart of learning. Language is the center of all students' learning development and serves as a medium of self-expression regardless of cultural or linguistic background. Fostering students' linguistic competence has long been considered to produce competitive readers and writers. Language's interconnected and complex nature has a long developmental history that draws on a wide variety of diverse emotional and intellectual capacities that are specific and unique to every student. (Van Horn & Fong Kan, 2015).

Students who participate in various literacy activities and receive feedback from peers and teachers must engage in integrated speaking, listening, reading, and writing coursework. Literacy activities reflect students' personal learning growth connected to the subject matter. Communication and open-ended queries are examples of teacher interactions that encourage language learning. Students must be allowed to explore a specific topic, use opportunities to share ideas, be encouraged to execute analytical thinking and provide information about word meanings.

Teachers can make changes to expand language opportunities and provide pathways to success for all students. The learning opportunity influences the desire to learn language skills necessary for academic and social experiences. It is essential in developing instruction that is understandable to all multilingual learners. Making content just open to students is insufficient. Modified instruction that answers students' needs to provide them with the tools they need to succeed in school.

There has been a favorable change in the way teachers view and teach multilingual learners, with teachers acknowledging the linguistic, academic, and cultural characteristics they bring. The truth is that multilingual students bring with them unique lived principles and traditions that correspond to the value of teaching. Teachers must ensure that multilingual students are learning content and developing proper language use. Multilingual students who receive appropriate teaching instruction with linguistic assistance perform better in school and have a better opportunity for mastery.

Teaching Strategies to Support Multilingual Learners

Integrating teaching instruction with peer-to-peer collaboration and exploration.

This teaching-learning practice enables multilingual students to expand their listening and speaking language skills while negotiating with meaning. There may be a lot of material to incorporate, so placing it through a lecture activity may not be productive for multilingual learners. Multilingual learners must discover their learning grasp through peer interaction.

Teachers might be encountering the same problems. Shaping the peer discussion eliminates any problems and provides an atmosphere that controls the conflicts while also providing the practices and goals that the students need. Multilingual students' perspectives are being reinforced, and it can be seen in their self-belief, comfort, and writing. Some obstacles that appear to prevent multilingual learners from communicating with peers could be overcome by developing speaking practices, such as these:

Practice the use of open-ended questions in every activity.

Encourage students to provide sentence stems for feedback.

Form a group discussion for students to model learning routines.

Using adapted texts when reading complex texts.

A common challenge for multilingual learners as they age is that content and reading materials become more complicated. Teachers can modify reading texts by forming them into fragments with annotations and related terms and using the first language of a multilingual learner. Adapting a text appears to be useful in comparison to the original text:

Provide the same reading material in the student's first language.

Using scaffolds, provide learning opportunities for self-expression through writing.

Regular notetaking can be brief but considered effective with the use of images. Teachers who demonstrate writing goals and examples at different levels of competency support multilingual learners. Writing scaffolds and accommodations include providing sentence starters or sentence frames. Drawing, categorizing, and the use of the first language constitute scaffolding and accommodation. Multilingual learners at the beginning levels of English fluency draw on all of their language repertoires to access their understanding and display what they comprehend and can accomplish.

Utilizing resources inside the classroom.

Using word walls, anchor charts, and textual dictionaries can help multilingual learners comprehend better, especially when images or visual support are incorporated. Visual materials are considered to act as co-teachers if teachers are unable to assist students independently. But this does not happen by chance. When teachers show students how to use learning tools and encourage them to manipulate the materials, they are more likely to do the tasks independently.

References:

<https://www.edutopia.org/article/4-practical-ways-make-instruction-accessible-multilingual-learners>