

15:01:48 From Gail Matheson : Robert's audio is inconsistent...
15:01:50 From Marian Cazabon-Blok To All Panelists : Good morning, Robert's audio is dipping in and out.
15:02:01 From cjacobsen To All Panelists : Your sound is not consistently clear, Robert.
15:02:02 From Joanne Whitson : We will try to resolve this
15:02:24 From Gail Matheson : Thank you.
15:05:08 From Robert Sharples : Please do add you comments and questions as we go. I'll put as many as possible to Ellen and Fred.
15:06:22 From betty molerot : Are some people more predisposed to learn adtional languages?
15:06:57 From Robert Sharples : Great question Betty
15:09:21 From betty molerot : What about the universal cognitive mecanisms?
15:10:48 From Stephanie Drynan To All Panelists : In a diglossic situation (Qatar) where students are learning Modern Standard Arabic and English in school, but Speaking Qatari dialect (which is not written, only oral) are we putting too many cognitive demands on our youngest learners? And is the response different for our older learners?
15:11:36 From Maria Franco : The issue we are finding in international schools is that students seem to acquire languages but they are not academically literate. They might be bilingual to multilingual but not "biliterate" or "multiliterate"
15:11:51 From Patrick Jefford To All Panelists : what about reading acquisition for 5 and 6 year olds, do we apply the same logic? Is this more about oral and aural bilingualism?
15:12:35 From Robert Sharples : Thanks Stephanie, Maria and Patrick
15:13:33 From Renske Oort : Three or four languages is very often unavoidable for students in international schools...
15:14:23 From Robert Sharples : @Renske could you say more about those languages and how they are used?
15:15:00 From Renske Oort : home language (sometimes two), school language and language of the country that they live in
15:15:26 From Elizabeth R To All Panelists : I agree. I taught a trilingual international school (Chinese, English, Thai) where some students home language was none of the 3
15:16:24 From Gail Matheson : Many international schools have host country-language requirements; hence, a child who speaks Italian and Russian at home may have English as the language of instruction in school... and then have to take German (host-country language) and want to study French.
15:17:37 From MICHELA PITTINO : Studying a Language or studying in a Language is different. International school students have to study several subjects in English while their native Language is another one. The exposure at school is important especially because as soon as they are out of the school they almost don't speak English. Starting at a young age is important then?
15:17:41 From Stephanie Drynan : Sorry All, This is what I posted earlier, and should have posted to panelists and attendees...
15:17:43 From Stephanie Drynan : In a diglossic situation (Qatar) where students are learning Modern Standard Arabic and English in school, but Speaking Qatari dialect (which is not written, only oral) are we putting too many cognitive demands on our youngest

learners? And is the response different for our older learners?

15:18:20 From Robert Sharples To Elizabeth R and All Panelists :
Hi Elizabeth could you repost your question for all panelists and attendees?

15:19:39 From Benjamin : Your point about there being a different optimum age at which to begin learning at home Vs in school seems to suggest that there is something qualitatively different about the type of learning going on. If we look at a school-teaching methodology such as Wlpan, which focuses on speaking and listening (used for teaching Hebrew and Welsh), is this dichotomy still valid?

15:20:00 From Renske Oort : And on top of that, there are students who have a specific language impairment or other language learning problems.

15:20:06 From Elizabeth R : I taught in a trilingual international school (Chinese, English, Thai) where some students home language was none of the 3. By the point they reached HS the students were in a place where they had to take English as Language A, and struggled, because their home language, usually Thai or Chinese, was not strong enough

15:20:07 From Carlos Rico : I do not think all teachers need to be language teachers... yet all teachers can be language aware. There is a difference there.

15:20:35 From Ana Blanxer To All Panelists : Good point

15:20:40 From Robert Sharples : @Carlos could you tell us more about the difference?

15:23:02 From Carlos Rico : A science teacher can be aware of the language that she employs... she may know the notion of compare and contrast... yet she does not need to know how to teach explain how to make comparisons in English (i.e. adding an "er" to the adjective).

15:23:04 From Esther de Vries : Not all teachers are language teachers, but all teachers should spend some time teaching academic language. (sentence frames, work with vocabulary etc)

15:23:21 From Duncan Kaiser : Are there co-teaching models that the panelists have seen work particularly well in promoting this language support within mainstream classes?

15:24:06 From Martina Salluzzo To All Panelists : How to approach the situation where students are multilingual but do not have academic proficiency in any of the languages they speak?

15:24:08 From irenealkemade : Beth Skelton shared an extremely useful planning tool this week.

15:24:42 From Elise van Holst To All Panelists : Tan Huynh focussed on the planning of language and content too.

15:24:42 From Robert Sharples : Can I ask a question to all attendees: would describe yourself as a language teacher (ELL, ELL, MLF ...), a subject or class teacher, or something else?

15:24:53 From Patrick Jefford To All Panelists : We teach dual language units of Inquiry in y3 to Y7 in Geneva International school. The results are very good.

15:25:10 From Delinka Fabiny : MFL

15:25:17 From clare To All Panelists : EAL

15:25:18 From Isabelle Verheyden : I am a language acquisition teacher

15:25:18 From Rachel : ELL

15:25:22 From anneflynn : ELA
15:25:22 From irenealkemade : EAL
15:25:24 From Helen Vince : ELL
15:25:26 From Elise van Holst To All Panelists : EAL
15:25:26 From Natasha Schwabe To All Panelists : EAL
15:25:31 From Helen Absalom To All Panelists : ELA
15:25:32 From Maria Franco : EAL
15:25:33 From Esther de Vries : EAL teacher (and also French)
15:25:35 From Winnie : MFL
15:25:39 From Kim Walker : EAL teacher
15:25:39 From Rachel Becker To All Panelists : EAL & English B (DP)
15:25:43 From Elizabeth R : EAL
15:25:50 From Martina Salluzzo To All Panelists : World Language? Language acquisition + EAL
15:25:51 From Stephanie Drynan : Formal Title: Dual Language and EAL Coordinator, IN my head "Language Development Advocate"
15:25:59 From Caroline Francois : EAL
15:26:00 From Katharine Dunn : EAL
15:26:01 From Kuldeep : EAL teacher
15:26:01 From Renske Oort : student learning coach and home language teacher
15:26:03 From Darlyne Delaney : I always described myself as a "world languages teacher" – In my case French as an additional language.
15:26:03 From Sue Yiannakis : ELL teacher
15:26:04 From Carlos Rico : I play different roles at different times... .
15:26:07 From Anna Castellazzi To All Panelists : ELL
15:26:13 From Frances Bekhechi : So did Tan Huyhn this morning.
15:26:22 From Taryn Smith : I'm a Literacy Coach, and EAL. But up until this year, I was a homeroom elementary teacher, so I taught all subjects
15:26:25 From Lynda Sylvester : EAL and subject teacher (Science, Social Studies)
15:26:27 From Hala Botross : Academic Writing Specialist and EAL
15:26:55 From Victoria : EAL
15:27:01 From Marian Cazabon-Blok : Great question! I am called the Bi-/Multilingual Coordinator. We are trying to shift from having an EAL/ELL specialist who works parallel to classroom teachers. I am more responsible for supporting content/classroom teachers and helping them develop strategies for supporting students who are bi/multilingual, esp those who are learning the language in which our school operates (English).
15:27:03 From Susanne vP : Trilingual parent with trilingual children
15:27:38 From Marian Cazabon-Blok : I think Lynda's situation is the ideal – a subject teacher AND EAL teacher.
15:28:00 From Taryn Smith : Marian, your work sounds so interesting! Similar to my (very new!) role
15:28:02 From betty molerot : I found that English speaker teachers are very missing a lot of content knowledge about language
15:28:17 From Martina Salluzzo To All Panelists : could you give a recommendation for such websites

15:28:27 From Christina : Classroom teacher!
15:28:29 From Christine Guarino To All Panelists : mathematics teacher
15:28:37 From Marian Cazabon-Blok : Taryn, I feel quite new at this, too!
15:28:43 From SharonHabesch To All Panelists : Group 4 class teacher 7-8 year olds
15:28:50 From Lynda Sylvester : Thanks Marian. I am also a parent to two bilingual, bicultural kids. :-)
15:29:08 From Carlos Rico : @betty mole... I agree with you!
15:29:10 From Claudia Piller : Language Teacher (SLA/MLL) and a parent to a bilingual child.
15:29:16 From Marian Cazabon-Blok : Betty, I think it depends on what kind of education system the English-speaking teachers went through themselves.
15:29:27 From Taryn Smith : Really enjoying this week - learning a lot from these sessions and from interacting with all the attendees.
15:30:01 From Winnie : I also teach sports and I often have to support students ELL in the lessons. It supports the 'All teachers are Language teachers' knowingly or unknowingly.
15:30:12 From Loredana : MFL - Italian
15:30:23 From Stephanie Drynan : Do we still believe that it takes EALs 5-7 years of good support programming to 'catch up'? Or is there peer-reviewed research that supports a different position?
15:30:29 From Gail Matheson : Betty, you are not wrong; many programs (from K to higher ed) have taken out language foundations in favor of other things.
15:30:48 From Robert Sharples : Really interesting to hear about everyone's disciplinary focus and the challenges of connecting with colleagues across the school. If you want to capture key aspects as a question I'll put it to our speakers
15:31:01 From Robert Sharples : *challenges and rewards :)
15:31:08 From Maria Franco : I am similar to Marian. I am the primary EAL coordinator and I work alongside subject teachers supporting students in order to develop academic language and fulfil their potential. Many students do not get the grades which they really deserve because of the lack of academic language.
15:31:35 From Taryn Smith : Robert, will this chat be recorded as well as the video? Some really interesting discussions coming through here
15:31:37 From Marian Cazabon-Blok : Stephanie - I just spotted your job title/role. Love it!
15:32:36 From Robert Sharples : @Taryn I believe so.
15:32:49 From Taryn Smith : Great, thanks!
15:32:50 From Robert Sharples : @ECIS Jo can you confirm?
15:33:42 From Stephanie Drynan : @Marian, Thanks. I am advocating for more attention to Qatari dialect but as a non-arabica speaker I get pushback from unexpected places. So I say I advocate for language development. :-)
15:34:46 From Marian Cazabon-Blok : Yes, Stephanie, I am struggling to convince parents to work towards developing and maintaining home languages.
15:35:42 From Maria Franco : @Marian. We have a mother tongue special day at our school to promote the various mother tongues we

have in our school. Over 45 nationalities.

15:36:05 From Stephanie Drynan : @Marian, where are you located? Which home languages?

15:36:15 From Ana Blanxer To All Panelists : studios help to create statistics, but I believe at the end every case is "unique" and has it's unique pace, and therefore results.

15:36:16 From Renske Oort : @Maria, I hope that is not one day in a year?

15:36:59 From Maria Franco : We promote mother tongue throughout the year but this special day, parents come dressed up in traditional outfits and bring traditional food.

15:37:11 From Maria Franco : The whole community is involved.

15:37:22 From Marian Cazabon-Blok : I am in a small school in the British Virgin Islands – home languages vary due to the transient and international nature of a some of our families, but there is often Spanish and Tagalog, and at present also French, Slovak, Hindi and other Indian languages, etc.

15:37:24 From Renske Oort : Ah!

15:37:25 From Winnie : @Maria This is really interesting because we do too. I am like Stephanie and Marian trying to advocate for more inclusion of Languages in the classrooms.

15:37:52 From Winnie : We have over 80 nationalities in my school.

15:38:06 From Marian Cazabon-Blok : Let's make sure we can continue networking. You can contact me at marian.blok@cedar.vg.

15:38:37 From Loredana : We offer a Mother Tongue Programme in School

15:39:04 From Delinka Fabiny : How many languages, Loredana?

15:39:11 From Gail Matheson : @Loredana Does your school fund the Mother Tongue Program for all languages?

15:39:31 From Robert Sharples : I'd be really interested in your thoughts on how this connects with your own experiences.

15:39:48 From Stephanie Drynan : Great Plan Marian: sdrynan@qf.org.qa (Stephanie Drynan)

15:39:51 From Robert Sharples : Advocacy – when students are tested in one language and show a smaller vocabualry

15:40:14 From Deborah Perrin : @Maria @Stephanie @Marian try and join the chat on Saturday after Jim Cummins – more opportunity to network and talk about how to increase inclusion of home languages in schools

15:40:43 From Marian Cazabon-Blok : Thanks, Deborah, I hope to join in on Saturday.

15:40:44 From Patrick Jefford To All Panelists : Inuit children North of Québec learn French at school, are exposed to English and mother tongue Inuktitut. The results seems to be that many of them don't have any strong language by the age of 15. Is this a common result of multilingualism in more challenging cultural contexts or a wider observable problematic?

15:40:56 From Maria Franco : Thank Deborah. Will do.

15:41:00 From Martina Salluzzo To All Panelists : AIS Zagreb supports MT development in all languages, during school hours, but at an extra cost for parents

15:41:18 From Winnie : @Deborah I would really love to be a part of this too.

15:41:31 From Loredana : In school we offer Spanish, French,

German, Dutch, Italian and Mandarin Chinese, then we offer support the independent students in the language they request. We support for GCSE, A Level and IB

15:41:44 From Renske Oort : We are also developing multilingual projects throughout the year in all grades, often cross-grade

15:42:12 From Gail Matheson : @Loredana Thank you.

15:42:22 From Marian Cazabon-Blok : Is there any advice on how to assess bilingual children's proficiency in both languages and also to assess whether there might be cognitive/developmental challenges?

15:42:29 From Joanne Whitson : We will ensure we save this chat and circulate with all post webinar

15:42:30 From Stephanie Drynan : Chat on Saturday re: Advocacy sounds great.

15:42:49 From Deborah Perrin : @Winnie there will be more about how to join from ECIS MLIE - we are sorting out the details!

15:42:52 From Marian Cazabon-Blok : Thanks, Joanne to sharing the chat.

15:43:08 From Ana Blanxer To All Panelists : Sounds fantastic! I'd love to be part of it too!

15:43:20 From Winnie : @Deborah many thanks.

15:43:22 From Stephanie Drynan : @Marian, have you looked into the Naglieri non-verbal cognitive abilities test?

15:43:37 From Marian Cazabon-Blok : No, thanks, Stephanie!

15:43:44 From Maria Franco : @Marian. We use WIDA in terms of assessing English in primary and also the CAT4 which does not require the knowledge of any language.

15:44:00 From betty molerot : I am all about communication skills!

15:44:05 From Stephanie Drynan : Yes on CAT4 as mentioned by Marian

15:44:17 From Esther de Vries : Yes, Marian that is an issue that always comes up. When we have EAL students who take longer than 5 years to reach a good standard of English, then we tend to wonder if there are other cognitive issues that may make the language acquisition more difficult.

15:44:18 From betty molerot : We don't spend enough time teaching communication skills!

15:44:23 From Marian Cazabon-Blok : Thanks, Maria. The cost of WIDA has so far been prohibitive to my small school...

15:45:22 From Stephanie Drynan : Marian, start with small steps for WIDA. With your membership you can gain access to tons of free research, as well as a newly released remote language placement test - for admissions only

15:45:29 From betty molerot : We should not focus on translation skills but complimentary lexis

15:45:57 From Marian Cazabon-Blok : Yes, Esther, but sometime we suspect other challenges are at play quite early on. I think the earlier we can identify needs the better.

15:46:00 From Maria Franco : We had to fight for WIDA but now it has become part of our primary English assessment evaluation.

15:46:07 From Stephanie Drynan : But if the school begins to see the value of admissions assessment using WIDA you will have some buy-in for allocating greater assets to a distinct need.

15:46:18 From Marian Cazabon-Blok : Thanks, Stephanie. I'll advocate!!

15:46:26 From Esther de Vries : Of course, Marian.

15:47:39 From Kuldeep : When new students arrive in our setting, teachers request a language assessment from our department to indicate the language levels to decide whether ELL support is required, what is your view on this, do you have any suggested diagnostic assessment tools that are non culturally biased that schools can use?

15:47:52 From Robert Sharples : I'm going to ask a question about assessment, based on the discussion here in the chat. Would anyone like to propose a particular focus for it?

15:48:03 From Stephanie Drynan : I love F. Genessee - 'it's a reflection of their cognitive' [repertoire?].

15:48:05 From Marian Cazabon-Blok : It's difficult to work out whether "gaps" in a student's knowledge are due to cognitive challenges or to lack of appropriate language support before they arrive at our school.

15:48:19 From Kim Walker : Yes please Robert...

15:48:26 From Maria Franco : @Marian. Have you had a look at the Bell Foundation? They are not assessments per se but they give you a framework to assess English.

15:48:32 From Hala Botross To All Panelists : I wanted to ask about the effect of multilingualism on the development of literacies: What do you think is the best way to develop bi/multilingual literacies? Because almost always, academic literacy is favoured over other forms of literacy which sacrifices the development of multiliteracies in different languages at the same time.

15:48:46 From Maria Franco : We have found that SEND and EAL overlap in many cases.

15:48:57 From Marian Cazabon-Blok : Yes, thanks, Maria, I have access to the Bell material but I have not really got the hang of them yet.

15:49:02 From Hala Botross To All Panelists : *multilingual literacies

15:49:17 From Stephanie Drynan : Ditto maria's comment. And the Bell foundation material is all FREE. But you have to do a lot of heavy lifting on your end.

15:49:38 From Marian Cazabon-Blok : I'll begin weight-training, thanks for the motivation!

15:49:54 From Rachel Iles : Organisation by meaning, not by sounds - wonderful description!

15:50:01 From Kuldeep : Thank you Robert.

15:50:09 From Hala Botross : I wanted to ask about the effect of multilingualism on the development of literacies: What do you think is the best way to develop bi/multilingual literacies? Because almost always, academic literacy is favoured over other forms of literacy which sacrifices the development of multi-literacies in different languages at the same time.

15:50:11 From mercyi : Great to learn about all the schools doing great work to support students language alongside school languages. If you teach in the IB MYP programme please contact myp.curriculum@ibo.org. We would like to show case some stories of successful language development (home languages, school language of instruction, language acquisition).

15:50:56 From Stephanie Drynan : Yes Ellen B! The quality of

conversation around our students is more valuable than so much else!
15:53:08 From betty molerot : well now I can cite you when I try to persuade my colleagues thank you!
15:53:09 From Delinka Fabiny : @Hala, yes developing literacies in multiple languages
15:53:15 From Marian Cazabon-Blok : Can the panelists share research references with us?
15:53:56 From Elizabeth R : An example of the language inventories discussed earlier would also be appreciated
15:54:16 From Marian Cazabon-Blok : Research re "optimal age" and re bilinguals with language disabilities, that is.
15:54:59 From Robert Sharples : @Marian there's been a lot of discussion of the research but if you signal a particular comment or aspect we can follow up with the citations.
15:55:10 From Stephanie Drynan : Can I ask the panelists: Do we still believe that it takes EALs 5-7 years of good support programming to 'catch up'? Or is there peer-reviewed research that supports a different position?
15:55:39 From Marian Cazabon-Blok : Thanks, Robert, I'll have to go through again and send in my request.
15:59:24 From Marian Cazabon-Blok : I'd be interested in some references about Mr Genese's statement that while earlier might be better for children to be learning additional languages outside of school, in the school context, this is not supported by research. The research suggests beginning later.
16:00:26 From Loredana : Grazie mille!!!
16:00:28 From Lynda Sylvester : Excellent webinar! Thank you!
16:00:33 From Christine Guarino To All Panelists : fantastic conversation!! thank you so much
16:00:39 From Delinka Fabiny : Thank you everyone!
16:00:40 From Carlos Rico : @Maria Caz: I think it depends on who you are reading....
16:00:42 From Maria Franco : Muchas gracias por todo. Thank you very much for sharing your expertise.
16:00:43 From Patrick Jefford To All Panelists : Wonderful and helpful
16:00:43 From Marian Cazabon-Blok : Thank you all!
16:00:45 From Gail Matheson : Brilliant hour. Thank you.
16:00:45 From Susanne vP : Vielen Dank, heel erg bedankt.
16:00:46 From Inka Szablinski : Grazie/Thn
16:00:47 From Ana Blanxer To All Panelists : Muchas gracias!
16:00:48 From Caroline Francois : Very interesting. Thank you.
16:00:49 From MICHELA PITTINO : Grazie mille! Arrivederci.
16:00:50 From irenealkemade : Thank you to you both!!
16:00:50 From Line Thingholm : Tusinde tak! Very interesting!
16:00:51 From clare : Wonderful opportunity to listen to two experts talk about bilingualism. Thank you!
16:00:51 From Isabelle Verheyden : Thank you, merci , dank je well
16:00:51 From Carlos Rico : Thanks
16:00:51 From Sue Yiannakis : Very interesting. Thank you very much.
16:00:52 From Inka Szablinski : Thank you
16:00:53 From Xavier Nivera : Thank you all!
16:00:54 From Tamsin Roberts : Thanks - vielen dank!

16:00:54 From Victoria : Brilliant – Thank you
16:00:54 From Carlos Rico : gracias!
16:00:55 From Clodagh : Excellent, thank you!
16:00:56 From Winnie : Thank you very much.
16:00:56 From cjacobsen To All Panelists : Thank you
16:00:56 From Deborah Perrin : Thank you so much
16:00:57 From Rachel Becker To All Panelists : Thanks
16:00:57 From Joana Santos To All Panelists : obrigada
16:00:57 From Natasha Schwabe To All Panelists : Спасибо
16:00:57 From Esther de Vries : Thank you.
16:00:57 From Patience Montgomery : Thank you for the incredible
knowledge you've shared!