

# Summer School ESL feedback

---

By Niki Cooper, Suzanne v.Wunnik and Audrey Verhoeve

Or

# Mother Tongue Project



Content by: N. Cooper  
Created by: S. v. Wunnik  
Presented by: A. Verhoeve



# Overview

---

- Introduction
- Why encourage use of Mother Tongue?
- What is a Mother Tongue Programme?
- How?
- Who?
- Next Step!



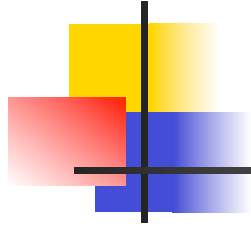


# Introduction

---



- Brief outline of the course
- Discussions and experiences
- We found the Mother Tongue issue the most interesting and feel that there are methods we could implement in school to promote and encourage the development and importance of the Mother Tongue.



Why encourage the use of the Mother Tongue?

---

Goethe (1749-1832)

‘Those who know nothing of a foreign language know nothing of their own.’



## Why encourage the use of the Mother Tongue?

---

- Part of a child's culture and roots.
- Children should be able to communicate with their family or friends back in their country.
- Children should be able to reintegrate in to a national school/university back in their country.
- A strong mother tongue helps to develop a strong second language!
- Being biliterate not just bilingual.



## Why encourage the use of the Mother Tongue?

---

### **Bilingual learners are the best students!**

- By learning two or more languages children gain a deeper understanding of how language works and how to use it.
- Bilingual children perform better in school as their knowledge and skills transfer across the two languages.



(3)



## What is a Mother Tongue programme?

---

A range of activities which promote and encourage the use of the mother tongue within the school day.



# Action Plan (1)

Issue	Action
Key issues for your ESL learners	Formulate and establish a Mother Tongue programme throughout the school community.
Scope for change	<u>Buddy system</u> · ID1-4 → One play time a week there is a MT buddy play time · US and LS → Buddy break once a week – structured play time
	<u>DEAR time</u> (Drop Everything And Read) ID1-7 Mother tongue reading box (MTT)
	<u>Mother Tongue Time</u> · Every Friday afternoon for the lower school (when they are off) · Children work in MT groups on a pre-informed IPC topic (letter sent home the week before) · All work is monitored by parents · Teacher is there purely to monitor groups. · Upper school joins this MTT once a month. · Work produced is displayed in school. <div style="text-align: right; margin-top: 20px;"><input type="checkbox"/></div>

# Action Plan (2)



Issue	Action
Who do you need to consult with/collaborate with?	<ul style="list-style-type: none"> <li>•Management</li> <li>•Team</li> <li>•Parents</li> <li>•Children</li> </ul>
Constraints	Timetable but can be overcome! Something else to consider in an already hectic schedule for teachers!
Support available	Parents Staff Children
Initiate action? What steps can you take?	<ul style="list-style-type: none"> <li>·Book donation day for MT boxes.</li> <li>·Extreme reading – teachers PR idea!</li> <li>·Management in agreement with action plan</li> <li>·MT coordinator appointed</li> <li>·Workshops for parents</li> </ul>
When? How long?	<ul style="list-style-type: none"> <li>· January 2007?</li> <li>· Progress evaluation April 2007</li> <li>· Evaluate July 2007</li> </ul>



# Who?

---

- MT should be encouraged in every age group.
- It could be class based and/or whole school based
- We have created a database of each nationality in the ID. This can be used to assist the grouping of the children for all MT activities.





# Next Step...

---

- Prioritise the Action Plan ideas.
- Start date?

