

Heritage Language Learning: Best Practices & Literature Review



Compiled by the Edmonton Social Planning Council on behalf of ABC Head Start
September 2019

Topic

Compile best practice research on heritage language programming; include an annotated bibliography (maximum 10 sources) plus case studies when possible. Collect both quantitative and qualitative findings.

Trends and observations

There is a vast amount of research on heritage language (HL) learning and teaching. Many of the available studies focus on Canada or the USA due to their large multicultural populations, and describe the merits of HL learning. I did not look at articles that justified HL learning, as it seems ABC Head Start already understands this and is ready to put a program in place (rather than finding out whether a program would be worthwhile).

Reports cover an array of topics including elementary, post-secondary and community-based language teaching/ learning/ preservation. Other studies focus on language acquisition, teaching theory, technology for heritage language teaching/ learning, and assessment or evaluation methods. These were out of scope to this research, however, if you would like me to follow up on any of the topics (or others), just let me know. This document focuses on best practice research and principles (including activity suggestions).

Something to note: most research assumes that HL teaching is contained to one classroom language (i.e. teaching Spanish to L1 and L2 students), rather than introducing multiple languages to the classroom (as ABC Head Start indicated). I did my best to collect articles that provided a broader multilingual lens.

Did You Know:

In autumn 2019 the book *My Heart Fills With Happiness/sâkaskinêw nitêh miywéyitamowin obci* will be delivered to all grade 1 classrooms in Canada ([CBC article](#)). This demonstrates the importance of sharing not only a variety of cultures in Canadian classrooms, but a recognition and respect towards Indigenous traditions.

The United Nations is calling 2019 the [International Year of Indigenous Languages](#), so it's a great time to begin introducing Canadian Indigenous languages into any classroom. To promote this initiative, the Edmonton Public Library has several [resources and activities](#) available for use (membership not required).

Target search terms (methodology)

Search terms used (mixed): heritage learning/ language, classroom, Alberta, Canada, children/ youth, best practice, multilingual, dual language, early childhood education, plurilingual.

Snowball method (using reference lists to find further sources).

Prioritized information from 2005 onwards, but was flexible when it seemed relevant.

Looked into Government of Alberta and EPSB resources to understand efforts within public school system. Limited information available.

Research findings (and relevant sources)

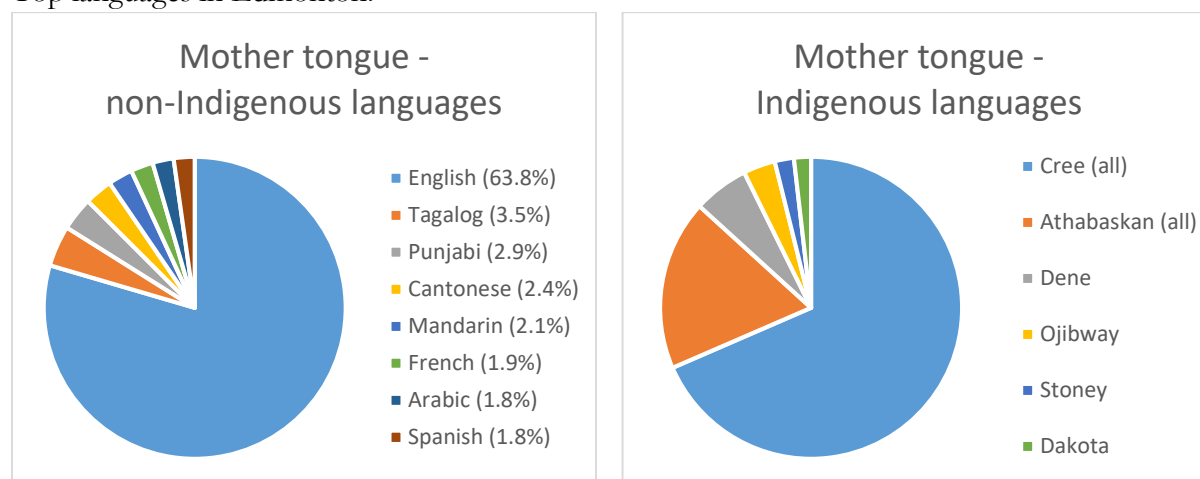
Quantitative Data:

All Edmonton statistics have been taken from the [Edmonton Census Profile](#), 2016 Federal Census.

In Edmonton, 63.8% of the population reported English as their mother tongue and 1.9% reported French, meaning 34.3% of the population has a mother tongue other than English or French.

Across the city, 2.2% of the population reported having no English or French comprehension.

Top languages in Edmonton:



In our conversation, ABC Head Start noted that the top 5 languages spoken by children in their programs are Arabic, Somali, Urdu, Oromo, and Punjabi. You'll see that both Arabic and Punjabi are among the most prevalent mother tongues in the city. According to the 2016 census data:

- Punjabi and Arabic are both in the top 8 mother tongue languages in Edmonton (also in the top for languages spoken most at home, and languages understood).
- Other major languages spoken, aside from English and French, include Tagalog (2%), Cantonese & Mandarin (1.6% each), and Spanish (1.1%).
- Languages spoken most often at home reflect mother tongue languages (see graph), with a slight variation in that Punjabi and Tagalog switch spots on the list, and French falls off.
- These numbers are expected to grow as Canada (and Edmonton) welcome more than [350,000 newcomers](#) across various immigration categories (economic, refugee, family, etc) by

2021, not to mention the number of recent newcomers who have arrived since 2016 (notably the Syrian refugee population).

There are over 2,000 people who have an Indigenous language mother tongue; of these, 1,500 spoke Cree (that's 74.6% of Indigenous mother tongue speakers, and 0.16% of the population of Edmonton). Cree (and its variants) is the most commonly spoken Indigenous language in both Edmonton, and across Canada.

Qualitative Data:

The qualitative data can be found in the *Annotated bibliography* starting on page 5. The following best practices are further detailed in that section, but cover important principles such as:

- Scaffolding language,
- Acknowledging and connecting student languages,
- Encouraging community involvement, and
- Valuing language and culture.

Activities and Tools:

The [Edmonton Public Library](#) has dual language books in Arabic, Punjabi, Somali and Urdu (among many other languages) .

Dr. Rahat Naqvi is an Alberta-based researcher who has put together a [database of links](#) for dual language books for over 40 languages (see page 13).

The [Government of Alberta](#) has put together a resource that includes tools and strategies for teaching English language learners by way of encouraging the use of their mother tongue.

[Family Treasures and Grandma's Soup](#) is a UofC project that resources dual language books based on the principles of extending L1, linking languages, making words relevant, encouraging participation, and learning text.

The following activities come from articles that were not necessarily relevant as a whole to this research, but that provided some applicable tasks that align with HL education in the classroom:

An article by Jim Cummins¹ suggests the following language activities:

- Have students bring a word from their language to the classroom, explain why they chose it and what it means. Everybody will learn the word together. Each new word can be displayed on the wall.
- Students teach each other simple phrases (hello, thank you, please, etc) in their own language.
- Students can welcome the class each morning with their traditional greetings, followed up with a translation in English.

¹ To what extent are Canadian second language policies evidence-based? *Frontiers in Psychology* 5, May 2014.

- Display student work around the classroom, but also around the school corridors to reinforce language inclusivity.
- Invite community members to read or have story time in their language.
- Identify pictures from descriptions or keywords in alternate languages.

Author Sarah Hudelson² suggests the following cultural awareness activities:

- Complete a chart that has students answering things like “In your family, who... cooks the food? Washes the clothes? Cleans the furniture? Buys the groceries?”
- Share books or stories focused on the theme of family interdependence.
- Act out different family situations as a small group activity in front of the class.

Other resources that may be of interest

The Southern Alberta Heritage Language Association ([SAHLA](#)) has a list of Alberta-based resources for heritage language promotion and education on its website.

University of Alberta Community University Partnership ([CUP](#)) reference materials link to the Raised Between Cultures Report (see page 4), but also has some reports on culture and families that may be of use in other areas.

Another University of Alberta initiative, the Child English as a Second Language ([CHESL](#)) Resource Centre is a partnership with the Multicultural Health Brokers Cooperative, and focuses its research on language performance in ESL students.

The [ÉLODiL project](#) – based out of the University of Montreal; this project offers tools to help promote language diversity in the classroom. Resources include guides, activities, and articles. The website and resources are in French, but can be translated if necessary.

The School of Early Childhood Studies at Ryerson University provides [resources](#) on dual language teaching & learning for early years education. The site includes links to books, videos, apps, and further research.

[Northern Oral Language and Writing through Play](#) – a SSHRC project focusing on northern rural and Indigenous communities in AB, SK, MB and ON. The site has a section on classroom ideas, Indigenous education programs, and other useful resources.

[Early Childhood Development Intercultural Partnerships](#) – a project housed at the University of Victoria. The website has an extensive list of reports and links for multilanguage education. The team is led by Dr. Jessica Ball (see page 7).

² “Teaching” English through Content-Area Activities, *Enriching Esol Pedagogy*, chapter 15.

Annotated bibliography

Most research is based on HL bilingual or immersion programming rather than the benefits of being exposed to languages in a multilingual setting. That being said, there are plenty of research findings on the value of language learning in relation to culture and identity; some of these were included in this compilation.

The following articles (presented in alphabetical order by author) cover best practices & principles for HL learning. Some focus on policy, while others focus on curriculum and classroom activities. I've included a list of key themes at the top of each to help clarify the article's approach.

I tried to find articles that included activities that could be implemented by ABC Head Start (see also the *Activities and Tools* section on page 3). Studies tend to focus on elementary aged children (or older), but there are a few articles included here that speak directly to pre-K education.

When we met, we briefly discussed the merit of having Indigenous language education included in programming, an initiative supported by the Truth & Reconciliation Calls to Action (in particular actions 10, 12, and 14). Whether there are students with Indigenous mother tongues in the classroom or not, incorporating an understanding and appreciation for local Indigenous languages helps foster further cultural understanding and respect. In the absence of this education, social attitudes towards racism, discrimination, and social exclusion are perpetuated (Indigenous or otherwise).

Alberta is ahead of the pack for HL education in Canada. Alberta Education provides several multilingual programs, and encourages the development of language both in the classroom and at home. Though improved policy is still vital for our increasingly globalized, multicultural society, the foundation to eventually support advanced HL programming has already been set.

My hope is that the collection of articles and reports here will provide ABC Head Start with a broader understanding of HL programming best practices and principles, and activities to include in its own curriculum development.

Auerbach, E. R. (2002). What Is a Participatory Approach to Curriculum Development? In V. Zamel & R. Spack (Eds.), *Enriching Esol Pedagogy: Readings and Activities for Engagement, Reflection, and Inquiry* (pp. 176-192). New York, NY: Routledge.

Themes: best practice; case study; curriculum development; principles

This chapter provides a great overview of methods to approach curriculum development aimed at newcomer language learners, and suggestions to improve classroom environments. Though written with older learners in mind, many of the recommendations would be relevant and adaptable to young children.

Best practice, according to Auerbach, means connecting what people experience outside the classroom to what they are learning inside the classroom – start with what they already know, and build on this knowledge. Students will become active learners this way, and develop skills that support long-term accomplishment in a variety of contexts (academic and social).

It also means considering the students' needs and knowledge in order to develop language learning activities; this is seldom a one-size-fits-all approach. By discussing with children, and families, what matters to them, curriculum can become an interactive, dynamic, and context-specific practice – what Auerbach calls a participatory approach. This is a common theme among best practice discussions and research findings.

Accordingly, the author provides “guidelines” for classroom instruction, including recommendations such as:

- Talk often about language and literacy use
- Link activities to student's lives
- Use activities that are student-centred and relevant to their experiences
- Bridge classroom content and community usage
- Actively involve students in literacy practices.

The article includes a short vignette/ case study on addressing cultural differences and perceptions between educators and parents, and how to harness learning opportunities from every day materials.

Finally, Auerbach breaks down the most important principles for participatory curriculum development. These include:

- Engaging students at every stage
- Linking classroom knowledge with outside knowledge
- Leading with a strengths-focused approach
- Having educators ask questions rather than answer them
- Linking content to social contexts as well as classroom environments
- Remembering that language, literacy, and culture are interconnected.

Ball, J. (2011). *Enhancing Learning of Children from Diverse Language Backgrounds: Mother Tongue-based Bilingual or Multilingual Education in the Early Years* (Paper Commissioned for UNESCO). Accessed at: <https://unesdoc.unesco.org/ark:/48223/pf0000212270>.

Themes: best practice; Indigenous; policy

Ball is a Canadian researcher who primarily focuses on Indigenous and multilingual language learning. This report, produced for UNESCO, frequently references research in a Canadian context, while also advocating for heritage language learning on an international platform.

The report is relevant due to its emphasis on the need for educational language resources for children who are not yet in formal education (pre-kindergarten age). The author touches on broader policy issues and research gaps, while addressing the needs of heritage language supports in early education. She identifies environmental factors necessary for best practice, and offers evidence-based recommendations for policy makers.

Ball identifies in her findings, similar to others, recurring themes such as the value of language (including power imbalances/ dominance), identity, community/ family participation, and the use of dual language texts.

The article breaks down many of the challenges faced by students who enter the education system with languages other than the dominant one(s) (not just in a Canadian context, but worldwide). The role of colonial and systemic issues that created these obstacles is not ignored. Negative perceptions towards language learning programs have argued: costs, limitations to academic success, social or political division, and the need for extensive policy change. These perceived obstacles are addressed in the article with counter-evidence, followed by a guide for good practice and lessons learned from previous initiatives. All of this can be boiled down to two major themes:

- Community involvement, and
- Language immersion.

Getting community and family buy-in to school initiatives is critical for effective programming. Their interest encourages willing participants to share language in and out of the classroom, to preserve language, and to ensure the success of their children. This sometimes requires awareness campaigns to promote the advantages of heritage language learning. These strategies, however, can lead to strengthened educator capacity in that more support would require trained, fluent, educators or translators, and an increase in relevant teaching material and strategies. Though these are often discussed in the context of immersion through bi/multilingual education, the principles are just as important for classroom curriculum that supports multiple languages.

Ball ends the article with a number of recommendations, broken down into various categories: child, family, programming, training, research, and policy/ funding. Though these are directed more for UNESCO policy development, many of the suggestions and outcomes could be directly relevant to smaller groups, like ABC Head Start, looking to address their own language-based programming.

Cummins, J., & Persad, R. (2014). Teaching through a Multilingual Lens: The Evolution of EAL Policy and Practice in Canada. *Education Matters*, 2(1), 3-40.

Themes: activities; best practice; case study; policy

Cummins is one of the most prolific writers on heritage/ dual language learning in Canada. He has written extensively on policies, language acquisition, and evidence-based practice.

This particular article focuses on policies in Canadian education, pitting multiculturalism policies against language development practices. Historically, Canada has focused on supporting French language learning over other languages (or English language learning for those in Quebec). However, as classrooms become more multilingual through Canada's immigration policies, educators are facing limitations in support and preparation to best teach their students. Cummins reviews language policies in three particular provinces of Canada: Alberta, Ontario, and Quebec. They all have different approaches to policy and practice, but time and again Alberta has been singled out as innovative and forward thinking for being the first province to legally support classroom instruction in languages other than French or English.

Cummins focuses on the history of policies, building up to what he considers the best approach: multilingual lens education. This method emphasizes the role of educators to effectively teach multilingual students by enveloping student heritage languages into the classroom to help develop their learning. His suggestions include dual language books, bi-language projects, and language comparisons.

The author lists several principles that he considers necessary for successful language development, and which have consensus among other researchers:

- Scaffold language and meaning through strategic learning and support
- Connect languages and meanings based on background knowledge
- Allow students to continue integrating their heritage language into new learnings.

There are several resources listed in the article that illustrate multilingual lens practice. The most relevant ones have been included in the *Other resources that may be of interest* section on page 4.

The second part of this article, written by co-author R. Persad, describes an extensive case study focused on grade 4 students in Ontario. It details the challenges and successes in using several different methods to teach in a multilingual classroom, while also managing provincial curriculum directive. Though the study was with older children, the basic principles would be similar for those who are younger. Essentially, the case study demonstrates that children are eager to share their backgrounds and cultures. By encouraging this in the classroom, it establishes a strong sense of community, which ultimately supports identity, belonging, and an educated awareness of the differences and similarities between people and places.

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., ... Sastri, P. (2005). Affirming Identity in Multilingual Classrooms. *The Whole Child* 63(1), 38-43.

Themes: best practice; case study; identity

Another Cummins report, discussing the strengths and benefits to having multilingual classrooms. The article provides an outline of best practice, along with relevant research to support the authors' statements. This is a Canadian context study, with case studies based in Ontario (Peel District, Toronto). The article focuses on student-made identity texts as a language learning activity to shape identity, culture, and sharing practices.

In line with other research, Cummins emphasizes the need for educators to appreciate students' prior knowledge, integrating what is already known with what is being learned, and encouraging active learning. He believes that students should have opportunities to learn in ways that engage their heritage language as a technique to develop skills in English language learning.

By providing a classroom environment that embraces multiculturalism, students are more likely to gain confidence, and take pride in their cultural identity, similar to the Georgis report (see page 10). The article goes over some of the harmful assumptions that educators can make about English language learners (that home language is irrelevant; English learners should only be taught English literacy; prior knowledges are unconnected to classroom needs; or that parents with limited English skills are unable to contribute to their children's language development). Cummins et al. emphasizes that the opposite of these harmful assumptions is in fact best practice.

Dual language texts are highlighted as one of the most successful tools for educators in classrooms that have multiple languages represented. The article provides a quick case study that demonstrates the positive effect that this activity can have on young students, and its broader impact on the community, along with quotations from participants.

Another tool that produces positive results, especially when an educator has multiple languages but does not speak any of them, is creating community connections with members who have multiple language skills, including English, and who are interested in being involved with language development in the classroom. This is a regular theme in heritage language best practice, and one that fosters continued support for both programming and language preservation.

Georgis, R., Brosinsky, L., Mejia, T., Kirova, A., Gokiart, R., and Knowledge Exchange Advisory (2017). *RAISED between Cultures: A Knowledge and Reflection Guidebook for Intercultural Practice in the Early Years*. Edmonton, AB: Community-University Partnership, University of Alberta.

Themes: activities; best practice; case study; community

This is an incredibly relevant report for ABC Head Start to access. It may already be on your radar.

Based on a study conducted with several Edmonton early learning intercultural classrooms and community-based organizations, this particular report acts as an applicable guidebook for educators who work with immigrant and refugee children. The report provides an overview of the “Raised between Cultures” education model as well as practical applications in the classroom.

- R – reveal culture
- A – acknowledge pre-migration experiences
- I – identify post-migration systemic barriers
- S – support family and community strengths
- E – establish connections between environments
- D – determine child outcomes together with families

Though this report is not directly about heritage language learning, the applications of this model are highly relevant to multilingual classroom dynamics and programming. The model reflects heritage language education principles (such as: encourage cultural differences, recognize pre-knowledges, emphasize community involvement, and connect information inside and outside of the classroom), and provides a comprehensive foundation for understanding best practices.

Each section summarizes key points, and provides questions for educators to reflect and relate. The report includes a section on applying the model, exemplified by several case studies, and how educators can best support student needs.

The second half of the report shares practical applications in the classroom, including materials required and a description for each activity. There are plenty of examples, and quotations from participants that refer to the successes and challenges. Finally, the authors compile a useful list of additional resources on language, culture, and storytelling (note that the AB Government links may be incorrect now).

Again, the accessibility of this document would make it a key resource for ABC Head Start when developing heritage language programming. The document, though focused on culture rather than language, provides practical and relevant information that link closely to heritage language learning principles.

Kirova, A., & Paradis, J. (2010). *The Role of an Intercultural Early Learning Program for Refugee and Immigrant Children on the Development of their L1 and L2 Skills and Abilities (Final Report)*. Edmonton: Alberta Centre for Child, Family and Community Research.

Themes: activities; best practice; community; curriculum

This report is likely known by ABC Head Start already, as they were participants in the study. However, it would be remiss to leave off as it provides a comprehensive examination of language learning within a local context, and comparable student backgrounds.

The study looked into supporting young children's heritage languages in the classroom, in tandem with their English language development. One of the key methods was to encourage and maintain the participation of family and community members. The findings speak honestly of the challenges that programs can face when there is a lack of family buy-in. Therefore, communication with families and students is vital to language development and education in both languages, as well as increasing child confidence and helping establish identity.

The authors present substantial environmental context for participants, as well as city and multicultural policies. Key findings, scattered throughout the report, would be highly relevant to ABC Head Start in any program planning, as they include examples of successful practices, challenges met, best practices (especially for cultures highlighted by ABC Head Start), future considerations, and activities to try.

Key learnings include:

- Acknowledging communities' and parents' cultural capital
- Maintaining community and family input through language facilitators and cultural brokers
- Setting goals
- Gathering parent perspectives on children's learning
- Building community capacities
- Negotiating cultural meanings for curriculum development
- Balancing multiple languages in the classroom
- Balancing children's needs and strengths based on culture.

Cultural comparison activities can include:

- Story telling
- Story enactment
- Singing songs
- Cooking
- Arts & Crafts.

Martínez, G. (2016). Goals and Beyond in Heritage Language Education: From Competencies to Capabilities. In M. Fairclough & S. M. Beaudrie (Eds.), *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom* (pp. 39-55). Washington, D.C.: Georgetown University Press.

Themes: best practice; community; policy

The chapter is an summary of best practices and goals for heritage language learning. It refers to policy needs and deficiencies in general, focused mostly on the United States. Despite this, the content is broad enough to remain relevant in a Canadian context.

Martínez writes about the important role of community in heritage language education, going on to discuss how capabilities, rather than competencies, allows for a more holistic framework in which to learn languages.

According to Martínez, heritage language learning goals should be to:

- Maintain the language
- Acquire language value
- Expand bilingual abilities
- Transfer literacy skills
- Acquire academic skills in the heritage language
- Promote positive attitudes towards the heritage language
- Acquire and developing cultural awareness.

Martínez stresses that heritage language learning is more than just learning a language, and is about supporting the wider community. Gaining insight into one's culture, and developing one's own identity, is a big part of this journey. The chapter provides several examples of how community service learning for high school and university aged students in heritage languages has been impactful, though this is out of scope for the current research.

Naqvi, R., McKeough, A., Thorne, K., & Pfitscher, C. (2012). Dual-language books as an emergent-literacy resource: Culturally and linguistically responsive teaching and learning. *Journal of Early Childhood Literacy*, 13(4), 501-528.

Themes: activities; best practice; case study; community; family

The first author of this article does a lot of work around dual language learning, and would be a good resource for further information (see the *Activities and Tools* section on page 3 for more). Her work is based in Alberta.

Dual language books are widely supported as a key best practice tool for multilanguage learners, especially in early years. By focusing on how children build on their language skills using dual language books, the authors discuss how these tools can be used in the classroom to share language and culture amongst peers. They also stress the importance of having family and community involvement in dual language learning (both at home and in the school setting) to normalize diversity. Again, this is a common theme in heritage language best practice principles.

The article provides two vignettes/ case studies, with partial transcripts and analysis, that demonstrate children's metalinguistic awareness for the following dual language texts:

1. *What Will We Do with the Boo Hoo Baby* (Punjabi/ English reading)
2. *The Swirling Hijaab* (Urdu/ English and Punjabi/ English readings)

Challenges noted by the authors include the fundamental, though arduous, need to update national and provincial policies to support language teaching. This too is a theme throughout other readings – that is, the need to better train educators who are teaching languages, but also those who are teaching classes with high language diversity rates among students in order to better respond to learning styles and needs.

Peterson, S. S., McIntyre, L. J., & Forsyth, D. (2016). Supporting young children's oral language and writing development: Teachers' and early childhood educators' goals and practices. *Australasian Journal of Early Childhood* 41(3), 11-19.

Themes: [best practice](#); [curriculum](#); [policy](#)

Based on research done with Head Start programs in Canada (as well as daycares, kindergarten, and grade 1 classes), this article describes how educators practice language development in the classroom, and how research supports or challenges these practices.

Some of the best practice activities suggested include

- Drawing
- Interacting with peers
- Family support (language use at home)
- Songs
- Vocabulary.

The study focuses on the need for more professional development opportunities for educators to better scaffold student oral languages – that is, having a student use their mother tongue and English concurrently to learn new words. This is mentioned across several articles, in that educators are often not given sufficient tools to effectively teach children who are multilingual. By undergoing training and certification, they will have substantially better knowledge and skills to support students in their language development, which benefits everybody involved.

Participants of the study recognized that their teaching methods and tools played into a power imbalance in language and culture development within Canada; taking a Western approach to topics that do not necessarily align with Western methods. By better understanding how to bridge languages in the classroom, theoretically and in practice, educators will ultimately increase the chance of success for their students. This ties well to the importance of including community members in program planning and implementation – they are in a position to take the most culturally appropriate approach.

There are a number of activities suggested throughout this article, for various ages and learning styles. The authors don't go into much detail with these recommendations, but they could be of use when planning a multilingual curriculum.

Stille, S. (2014). Toward a plurilingual approach to language in education. *Canadian Diversity* 11(2), 113-118.

Themes: activities; best practice; curriculum; principles

According to Stille, whose study focuses on education in Ontario, the concept of “translanguaging” is best practice in classrooms with multiple language speakers. Translanguaging is the ability for an individual to shift between multiple languages easily in conversation. This demonstrates a functional integration of language use by bilingual or multilingual communities and people.

Multilingual classrooms that encourage the use of multiple language use as a tool to build language proficiency draw on language for four goals:

- to support language development
- to scaffold English language learning
- to promote language awareness
- to support student identities as they relate to language and culture.

These goals link directly to discussions by both Cummins and Martínez. Stille goes on to discuss how the inclusion of multiple languages in the classroom demonstrates linguistic value and diversity, which ultimately seeps beyond the classroom and into society. This echoes statements made in articles by Ball and Martínez.

Stille’s research ultimately urges educators to connect home language with curriculum learning – this begins with language scaffolding. There is a vast amount of research on the positive effects of this technique; dual language books are once again suggested as an activity that best supports this type of bilingual development. Also, by allowing and encouraging students to use their home language in addition to English, rather than as a challenge to it, educators validate and affirm diversity in language, culture, knowledge, and identity in the classroom.

The article ends with a list of activities to try. These cover the ideas that were previously suggested by ABC Head Start and other articles, but confirm the practices as best practice techniques that should be put into place. These include sharing stories (oral and textual) and songs; having guests share perspectives; displaying student work related to their cultures; sharing words; and encouraging home language use in the classroom to bridge meaning and teach others.