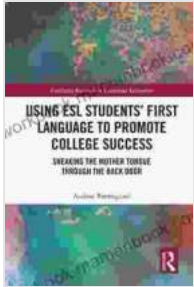


Sneaking the Mother Tongue Through the Backdoor: Routledge Research in Bilingualism



Using ESL Students' First Language to Promote College Success: Sneaking the Mother Tongue through the Backdoor (Routledge Research in Educational Equality and Diversity) by Georges Polti

★★★★☆ 4.4 out of 5

Language : English
File size : 2352 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 154 pages



Bilingual education has been a topic of debate for many years. One of the key issues in this debate is the role of the mother tongue in the classroom. Some educators argue that the mother tongue should be used as a medium of instruction, while others believe that it should be used only for support. In this article, I will explore the concept of 'sneaking the mother tongue through the backdoor' in the context of bilingual education. I will discuss the challenges and opportunities of using the mother tongue in the classroom, and the ways in which it can be used to support the learning of a new language. I will also provide a review of relevant research in the field of bilingualism, and conclude by arguing that the mother tongue should be seen as a valuable resource in the bilingual classroom.

The Challenges of Using the Mother Tongue in the Classroom

There are a number of challenges associated with using the mother tongue in the classroom. One challenge is that it can be difficult to find teachers who are proficient in both the mother tongue and the target language. Another challenge is that students may not be able to understand the mother tongue well enough to use it for instruction. Additionally, using the mother tongue in the classroom can lead to students feeling isolated from their peers who do not speak the same language.

The Opportunities of Using the Mother Tongue in the Classroom

Despite the challenges, there are also a number of opportunities associated with using the mother tongue in the classroom. One opportunity is that it can help students to connect with their culture and heritage. Another opportunity is that it can help students to develop their literacy skills in their mother tongue. Additionally, using the mother tongue in the classroom can help students to develop their cognitive skills, such as their ability to think critically and solve problems.

Ways to Use the Mother Tongue in the Classroom

There are a number of ways to use the mother tongue in the classroom. One way is to use it as a medium of instruction. This means that the teacher will use the mother tongue to teach all subjects, including math, science, and social studies. Another way to use the mother tongue is to use it for support. This means that the teacher will use the mother tongue to help students understand the target language. For example, the teacher might use the mother tongue to explain new concepts, or to provide additional support for students who are struggling.

Research on the Use of the Mother Tongue in the Classroom

There has been a great deal of research on the use of the mother tongue in the classroom. This research has shown that using the mother tongue can have a number of benefits for students, including:

- Improved academic achievement
- Increased motivation and engagement
- Improved self-esteem
- Greater cultural awareness

The research on the use of the mother tongue in the classroom is clear: it can have a number of benefits for students. However, there are also a number of challenges associated with using the mother tongue in the classroom. It is important for educators to weigh the benefits and challenges carefully before making a decision about whether or not to use the mother tongue in the classroom.

In my opinion, the mother tongue should be seen as a valuable resource in the bilingual classroom. It can be used to support students' learning of a new language, and it can also help students to connect with their culture and heritage. However, it is important to use the mother tongue in a way that is appropriate for the students' needs and the classroom environment.

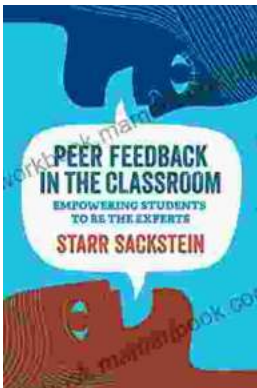


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