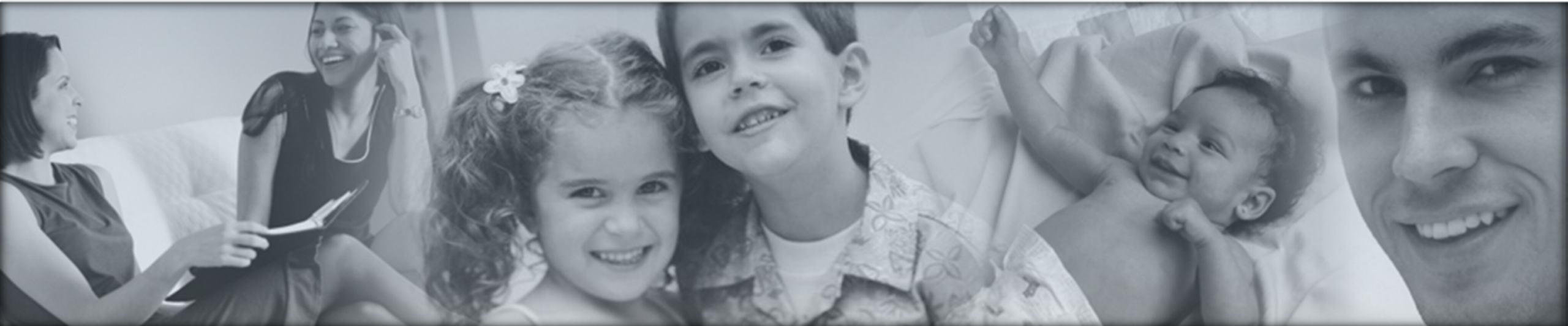


# Tales from the Field: Making Sense of Teaching Dual Language Learners

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# Introductions

- Me
  
- You



# Young Dual Language Learners in the US

- 2 to 3 million of children 0-8 in the US are learning English as a second language
- One in five children ages 5-17 has a foreign born parent
- The representation of DLLs in the US has the highest concentration in early education
- Young DLLs come from diverse ethnic backgrounds but the majority are Spanish-speaking, followed by Vietnamese, Hmong, Cantonese, and Korean



# Challenges and Opportunities

- 68% of the DLLs in preK-5 grade were in low income families compared to 36% of English-speaking children
- Almost 40% of young DLLs have a father who has not graduated from high school compared to 12% of monolingual English-speaking children
- Only 30% of DLLs scored at or above the basic level in reading, compared to 71% of non-Hispanics white fourth-grade students



# Challenges and Opportunities

- Children from immigrant families are more likely than those from native-born families to live with both parents (84% vs. 76%), to live in homes with four or more siblings (19% vs. 14%) and live with their grandparents (10-20% vs. 5%)
- DLLS have the opportunity to become bilingual which has personal, social, economic and cognitive advantages



# Learning to Read in English

- Research from the University of North Carolina- Charlotte, College of Education
  - Public school, large district, scattered language minorities
  - First grade classroom, monolingual teachers
  - Literacy emphasis
    - Balanced literacy
    - Workshop model
    - ESL “push in” support



# Dual Language Learners or Struggling Readers?

- Leveled, scripted reading program
  - No time for “third spaces” (K. Gutiérrez)
  - Linear, sequential perception of literacy
  - Little room for ESL collaboration
  - English/Dual language learners recast as “struggling readers”



# Deficit Versus Additive Approaches

- Deficit-
  - English is the language of the classroom
  - Home language impedes English acquisition
  - DLL's are "slower" because they do not speak English
  - Cultural perspectives and traditions are not valued
- Additive-
  - View that the home language as a positive attribute
  - Can be a tool for supporting the second language
  - English and the home language hold equal value
  - Home culture is understood and valued





# Dual Language Learners in U.S. Schools

- Historically, educators have approached non-native speakers from a deficit perspective
  - Deculturalization of Native Americans
  - English-only movement
  - Proposition 227
  - Arizona's cultural studies program and subsequent book ban



# Toward Additive Approaches

- Bilingual programs designed to promote maintenance a child's home language
- Multicultural education
- Inclusive program models
- Improved terminology
  - Dual language learners
  - English language learners
  - Emerging bilinguals



# Obstacles to additive approaches

- Standardized testing
- Commercialized/scripted literacy curricula
- Teacher accountability programs



# Questions for Consideration

- What program characteristics promote an additive approach?
- What terminology is your program using?
- How are families perceived?
- How do you feel about students' native languages?



# Critical Concepts in Teaching DLLs

- Stephen Krashen's Comprehensible Input Hypothesis
  - DLLs learn English when they receive input (hear English) that is slightly higher than what they can produce (say).
  - $i+1$
  - Similar to Vygotsky's Zone of Proximal Development- learning occurs when students are engaged in the space between what they can do alone and what they can do with support (scaffolding)



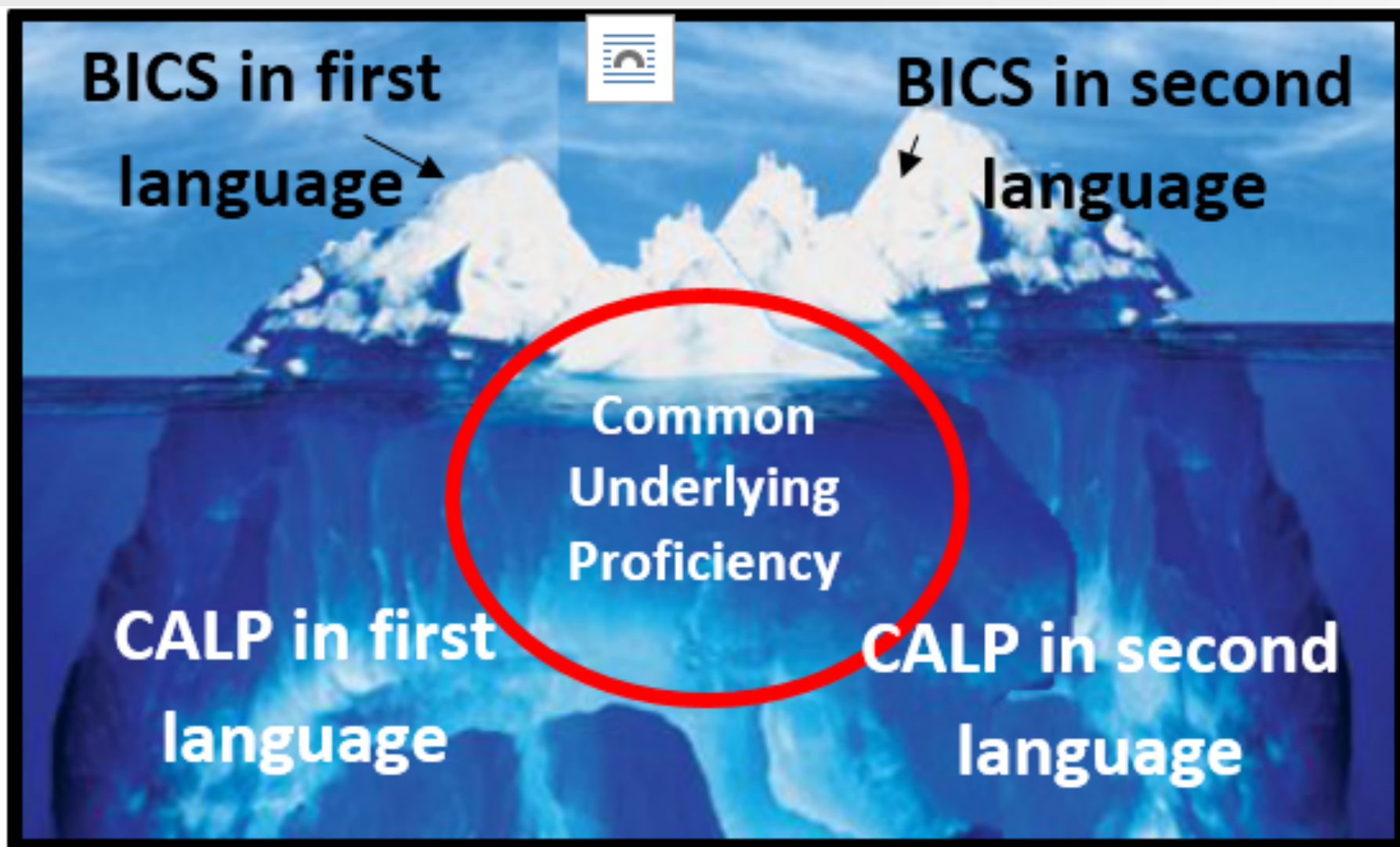
# Critical Concepts in Teaching DLLs

- Krashen's Acquisition-Learning Theory
  - Learning = Formal instruction
    - Takes longer, means less, especially for DLLs
  - Acquisition = experiential, occurs when learners have meaningful interaction with the language
- Affective Filter Hypothesis- language acquisition occurs in non-threatening environments where they are not afraid to take risks



# Critical Concepts in Teaching DLLs

- Jim Cummins- Canadian Linguist
  - BICS- Basic Interpersonal Communication Skills
    - Playground talk
    - 1-2 years
    - Activities done over weekend, new toys, upcoming events
  - CALP- Cognitive Academic Language Proficiency
    - Classroom talk
    - 5-7 years
    - Technical language: shapes, math functions







# Theory Translation

- What does this mean to classroom teachers of multilingual children?
  - They must find a way to make their message understood.
  - Overtly teaching language structures is a waste of their time.
  - Their students will benefit from a safe and friendly environment with ample time for interaction.
  - Developing the home language will improve the school language.
  - Language learning takes a long, long time!



# Tales from the Field

- What instructional strategies are you using with your DLLs?
- What has worked?
- What do you still find challenging?



# Suggested Strategies for Teaching DLLs

- Consistent routines
- Picture walks
- Gestures, visual clues and props
- Rhythm and song exercises
- TPR- Total Physical Response
- Extended wait time for responses
- Collaborative learning
- Frequent checks for understanding
- Simple, clear, one-step directions



# Macro-level strategies

- Use storytelling to build rich vocabularies
- Front load new or target vocabulary

<https://www.teachingchannel.org/videos/vocabulary-english-language-learners>



# Macro-level strategies

- Plan thematic units
  - Cohesive, in-depth and contextual
  - Repetition of vocabulary and key concepts
  - Varied approaches to the same topic
    - Music
    - Reading
    - Art
    - Writing
  - Accommodate varied learning styles



# Macro-level strategies

- Give dual language learners plenty of time to talk!
  - Encourage interaction, especially with native speakers
  - Don't push, there is often a silent period before students are ready to experiment with using a new language
  - Resist correcting novice speakers



# Macro-level strategies

- When possible, provide bilingual support!
  - Learn key vocabulary and phrases
  - Read stories that incorporate non-English words
  - Invite storytellers and musicians who can perform in students' home languages
  - Seek support from community organizations



## Smaller, but essential support

- Clear articulation
- Increased “wait time”
- Visual support/pictures
- Send home books in the home language
- Realia





# Tales from the Field

- How is working with your international families the same or different than working with others?
- What successes have you achieved?
- Have you encountered obstacles?



# Working with Families

- Tap into DLLs' *funds of knowledge* (Luis Moll)

<http://tmsc-hsicc.vzaar.me/4409780>

- Know your students and their' families
  - Where are they from?
  - What are their interests?
  - Professions?
- Create a connection between the home and school
  - Makes learning more meaningful
  - Encourages family involvement and support
- Involve appropriate community resources.



# Considerations when working with Families

- Families' child rearing beliefs and practices may vary across cultures, and will influence the way in which children are socialized.
- Educators need to understand families' expectations and effectively communicate program and educator expectations with regard to children's learning.
- Families are viewed as a valuable resource for children's learning and development.
- Engaging families becomes critical in English-only classrooms, since families can provide first language support that children may not receive at school.



# Tales From the Field

- How have you created an inclusive environment for your DLLs and their families?
- Have you modified your classrooms, instruction, and schedules to accommodate the diverse linguistics backgrounds in your room?



# Macro-level strategies

- Focus on alphabetic knowledge, print awareness and phonological awareness through games and songs
  - Encourage interaction/response
  - Repetition
  - Engaging, fun



# Logistical/Structural Support

- Establish a routine and stick to it
- Create a word-rich environment
- Use symbols to assist students in knowing what is coming next
- Avoid rearranging the room and/or learning centers frequently
- Provide picture support



# Questions and Comments?

- Contact me:
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- Please review this session online:
  - <http://inclusioninstitute.fpg.unc.edu/2017-institute-evaluations>