21st Century Teachers: Building on Bilingual Students’ Knowledge of Languages

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MARCH 24, 2016
CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION 2016 ANNUAL CONFERENCE

Agenda & Overview

- Introductions
- Where do you work?
- Institute Overview
- Transformative Practice in Dual Language Classrooms
- From Deficit Perspectives to Social Justice Teaching
- Profile of the Biliterate Teacher (Spanish-English) in the 21st Century
- Conclusion

Institute Overview: Common Themes

Dispositions and language competencies of quality teachers of bilingual students from non-dominant communities (“ELs”)

- Pedagogical and sociopolitical foundations
  - Culturally Relevant Teaching
  - Teaching for social justice
  - Attention to language as central to teachers’ work

- Strategies for teachers in elementary and intermediate Dual Language and monolingual English settings
Institute Overview: *Three Lenses*
- Teaching ELs in the home language in Dual Language Immersion classrooms
  - Casimir
- Teaching ELs in the English language classrooms
  - Soojinda
- Spanish-English biliterate teachers’ work, vision, and language competencies
  - Rodríguez-Valls

Institute Overview: *Common Method*
- Some lecture
- Some interactive activities and mini-lessons
- Questions at the end of each workshop presentation

Transformative Practice in Dual Language Classrooms
Dual Language Immersion

**The Promise**
- L1 literacy for “language minority” kids from “non-dominant” homes
- Culturally Responsive Pedagogy
- Closing the Achievement Gap
- Responsive collaboration with non-dominant parents
- Intercultural and bilingual competence for L1 English kids (most from “dominant” homes)

**The Elephant in the Room**
- Sociopolitical context of US schools and communities with non-dominant kids and communities
- Unequal privilege of dominant and non-dominant communities
- Schooling that reinforces deficit views, practices, and unequal outcomes
- “Subtractive schooling” that promotes native language loss for “language minority” communities.

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The Elephant in the Room: *today – a focus on classroom practices*

**Double standards**
- L1 Eng. kids celebrated more for becoming bilingual/biliterate
- Teachers over-simplify language instruction to help L1 Eng. kids during their L2 instruction
- Teachers more apt to call on L1 Eng. kids

**Perceived L1 & L2 dichotomy is a monolingual bias**
- (bilinguals have a continuum of lang. uses)
- non-dominant ≠ dominant

**Homework and other classroom routines more likely to place working class non-dominant parents at a disadvantage**

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The Elephant in the Room: *(today – a focus on classroom practices)*

**Wisdom of handing over the non-English language resource (Spanish, Mandarin, Vietnamese, and so on) is questionable**
- *The World in Words: “Is Bilingual Better?”*
  - *Valdés (1997): “…What is at issue here is not an educational approach but intergroup relations, and the place of the powerful and the powerless in the wider society” (p. 393).*

**Double-bind: Do nothing! Forge ahead blindly?**
- Forge ahead mindfully?
  - Interruptions v. disruptions
Local Interruptions of Societal Inequities: What do you do?

Quick-Write: Choose one question:
◦ What is one classroom practice that you have developed, or wish to develop, to intentionally interrupt societal inequities?
◦ What worries you about how societal inequities show up in your classroom or work context?
◦ What worries you about how societal inequities show up in your classroom or work context?
◦ Volunteers?

Local Interruptions of Social Inequities

Before working at Cal Poly Pomona, I taught in K-5 schools
◦ “Developmental Bil Ed.” in Northern CA (Spa-Eng.)
◦ DL in the South East
As a DL teacher, I attempted to interrupt some dominant practices and narratives that inevitably seeped into my classroom bubble.
Next:
◦ Some of my attempts at interruption that you might choose to adapt
◦ Focus classroom level only
◦ I also worked on transforming the school-wide context for working class, Spanish dominant, parents.
◦ If I had more time, I would also share my many, spectacular, failures!

Local Interruptions of Social Inequities: Three Principles

Intentionally promote academic identity development of non-dominant bilinguals
Develop pro-active methods for supporting L1 Eng. kids’ L2 competence
Create times and places to make public non-dominant families’ knowledge and practices (lang / eth.)
Local Interruptions of Social Inequities

Create routines and interactions that intentionally promote academic identity development of non-dominant bilinguals.

What do I know about my L2 Eng. students?
- My non-dominant bilingual kids have better oral language competencies than my L1 English kids.
- "Amplify, don't simplify"* (Walqui, 2006)
  - Used complex & simple lang. together.
  - Designed teacher-led reading groups based on L1
    - As possible, provided L1 Spa. kids with separate groups
    - Carved out time for normal and accelerated use of Spa.
    - (The rest of the time was integrated L1 & L2 Spa.)
- Differentiated turn taking
  - Especially when modeling new tasks requiring specialized Spa. lang. use.
  - First 1-2 kids at front: L1 Spa.
  - E.g., for modeling math/sci. group interact dialogue for stations; for modeling collaborative writing
  - "Show off" Spa. competence; use conventional lang.
  - Extra captions, images, illustrations
  - Different handouts for different students (same assignment)

What do I know about my L1 Eng. students?
- They are more likely to despair when they don't understand.
  - (L2 learners.; L. majority status)
- They require more support in primary grades.
- They are more likely to have matching literacy practices at home and at school.
- Spoke at regular rate as soon, as often, as possible.
- Provided many labeled and illustrated posters for complex processes.
- Drew w/ my marker as I spoke.
- Differentiated worksheets & organizers for L2 Spa. users.
  - Extra captions, images, illustrations
  - Different handouts for different students (same assignment)

"Amplify, don't simplify:” Try it

**Model:**
- “We're going to categorize the objects according to their attributes. So, we have to put them in groups. How are they different? The ones with (this) attribute here, and the ones with (that) attribute there.”

**Primary:**
- What are the traits of the main character?

**Intermediate:**
- The interior angles of this polygon can be measured using a protractor.
Illustrated poster for complex process:

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¿Qué hiciste este fin de semana?
¿Con quién lo hiciste?
¿Dónde lo hiciste?
¿Cuándo lo hiciste?
En el fin de semana, Nombre.
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Local Interruptions of Social Inequities

Make public the non-dominant families’ knowledge and practices.

Choose one principle, design an interruption

Create routines and interactions that intentionally promote academic identity development of non-dominant bilinguals.

Pro-actively support L2 learning for L1 Eng. kids.

Make public the non-dominant families’ knowledge and practices.

Discuss
Thank you & Questions?

Deficit Mentality

- Credential program curriculum
- Reflections from teacher candidates/veteran teachers
- Teaching Performance Assessments (TPA)

TPA Data Collection and Methodology

- 250 TPA task 2 and 4 (single/multiple subject)
- Linguistic background
  - Whole Class
    - "How will you use this information in planning academic instruction in your selected content area?"
  - English Learner
    - "What did you learn about your student's linguistic background."
    - "What are the implications for instruction."
Emerging Themes

- Non-native English backgrounds are viewed as a deficit
- Language and diverse cultural backgrounds are BARRIERS to learning goals
- Implications = Lesson adaptations
- Linguistic diversity ≠ Resource

The importance of linguistic diversity, bilingualism, heritage languages

What does this mean?

- Teachers who work in bilingual schools are in institutional spaces where native languages and linguistic diversity are valued
- Develop/model favorable dispositions towards linguistic diversity
- Advocate for English learners in non-bilingual (mainstreamed) schools
Social Justice Framework

- Activist orientated
- Enables teachers to teach all students fairly and equitably
- Each student is entitled to the same learning experience

Social Justice Teaching

- Become a social justice advocate for English Learners
- Understand the social injustices experienced by students
- Reflecting, reconsidering, refusing, reconceptualize, rejuvenate, reengage

How to reengage English Learners?

- Transition from a language deficit perspective towards a language asset oriented approach towards teaching
- Teachers/students view language as a resource
Group Questions

Groups of 4-5 students
Roles: Note taker, Form recorder, Speaker
Complete Google Form located at: www.tinyurl.com/cabe2016

0 How SHOULD a student’s native language impact instruction
0 How can teachers begin to utilize the linguistic diversity of their classroom as a resource?
0 Outside of "lesson adaptations" what specific teaching strategies can best support English Learners?
0 How can you support educators in non-bilingual schools by being a social justice advocate that supports linguistic diversity?

Strategies

0 Reframing Teacher attitudes (Carless, 2008)
  - Teachers fear that using students native language in the classroom limits exposure to English.
  - Teachers feel guilty of using students' native language.
  - EL teachers do not need to be bilingual, but they should create learning experiences that utilize students' native language.
0 Classroom culture and environment (Hayes, Rueda, & Chilton, 2009)
  - Classroom culture and environment (print) has multiple languages displayed.
  - Classroom environment (print) has multiple languages displayed.
  - Help students understand the benefits towards being bilingual.
0 Targeted student grouping (Iddings, Rosko, & Rampulla, 2009; Lucas & Katz, 1994)
  - Place students in groups where they can use their native languages to communicate and understand content.

Strategies continued

0 Reading comprehension (Iddings, Rosko, and Rampulla, 2009)
  - Allow students to discuss English text in Spanish (helps students understand text better and develop higher order thinking skills).
  - Allow students to listen to text in Native language and read in English.
  - Locate dual language books, send home with students so parents can read to them.
  - Journal writing in native language.
0 Classroom culture and environment (print) has multiple languages displayed.
  - Targeted student grouping (Iddings, Rosko, and Rampulla, 2009; Lucas & Katz, 1994)
  - Let students write in their native language first then translate (maybe with support of peer) - help develop confidence in writing.
0 Developing writing skills (Carless, 2008; Cummins, 2009)
  - Ask students to help with multilingual bulletin and word lists.
  - Labeling classroom items, helping with class newsletter.
0 Student mentoring groups (older helps younger)
**Strategies continued**

- Outside volunteers (Youngquist and Martinez-Griego, 2000)
- Purposeful resources (Leone, 1995, p.598; Freeman and Freeman, 1993, p.557; Brooks & Karathanos, 2009)
- Google search "Dual Language books free"
- News of the day (Manyak, 2008)
- Share a piece of news in any language that can be translated by another student – teachers write the news in English on board.
- Differentiating assessment (Paratore et al., 1995)
- Multiple methods of demonstrating knowledge

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**Thank you!**

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Profile of the biliterate teacher (Spanish-English) in the 21st century: commitment, sensitivity and preparation in the global classroom

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March 24, 2016

Characteristics of the biliterate teacher

- Commitment
- Sensitivity
- Preparation

A committed, engaged pedagogy fuels the engine of an inclusive classroom

- The concept of the committed and engaged pedagogy visualizes every student as an active participant in the language development/acquisition processes (hooks, 2010).

- The new classroom in which languages coexist and students learn a second language is a classroom that functions as a learning cooperative (Gavilán Bouzas and Alonso Sánchez, 2014).

- We have to help the student grow and develop as a global citizen, prepared to enrich their culture and language with new cultures and new languages (Garcia, 2000; Grosjean & Li, 2013).
Culturally and linguistically responsive methodology

Which Spanish should be taught in the classroom?
• In the inclusive classroom, the teacher teaches Spanish and in Spanish, using the language as a tool through which the student analyzes in a critical way the linguistic aspects that connect and differentiate himself/herself from their classmates.
• The student has the right to have their cultural and linguistic identity not only valued but also utilized to contextualize and enrich the learning processes (Nieto, 2013).
• Potent and unique cultural [linguistic] experiences that children and their families contribute to the school community.
• Educators need to strive for excellence and must be able to design meaningful [activities] and stimulating academic environments.
• Biliteracy in the classroom, the WE space

Language(s) Proficiency(ies)
• Teaching in two languages calls for teachers who know how to communicate in personal and intellectual ways.
• The way teachers use the classroom discourse has a direct impact when constructing a participatory and inclusive classroom environment.
• Teaching in two languages is an expression of equity, which goal is to critically analyze the role languages and their registers play within different contexts.
• Ultimately, the goal is to read the word and the worlds with biliterate, critical eyes.

The biliterate teacher
And now…

- Educating the next generation of bilingual teachers must be a cooperative effort between governmental agencies, educational institutions, school districts, county offices, universities, Commission on Teacher Credential and the California Department of Education.

- Ensure that MULTILINGUALISM and MULTICULTURALISM are processes that facilitate and celebrate the integration of citizens in a country that wants to be global and inclusive.

Thank you

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   It has been a pleasure dialoguing with you.

   Gracias.
   Sigamos trabajando.