Primary Language Support in Linguistically Diverse Schools

Opportunities for Students, Teachers
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Thank you!

- Pepperdine ELAP Doctoral Committee
- Friends and Colleagues
- Participating districts
- Your partnership
Objectives

#1: Raise awareness of low incidence languages and challenges students and teachers face

#2: Imagine opportunities for shifts in instructional practices in linguistically diverse schools or when the teacher does not speak the student’s L1
Who might find this interesting?

Linguistically diverse schools / classes
Language mismatch b/t T and Ss
Unexamined biases towards language of instruction
Instructional Strategies used by Secondary Teachers
Kahoot:

Please go to Kahoot.it and enter the PIN
Context and Demographics
Ca Demographics

Most *linguistically diverse* state in the nation.

- 83% & 17%
  
  Over 60 languages
  
  How do we promote L1 support for these students in our schools?
Low Incidence Languages

Low Incidence Languages

Linguistic diversity is expected to increase impacting small districts.

Linguistic mismatch between teacher and students.

Research describes an achievement gap due to limited primary language support provided in SEI classes.
Low Incidence Languages

Challenge:
How do we support Ss primary language development if Ts do not speak the same language?
Historical/Political Context

Relationship between policy & EL academic achievement (Crawford, 1997, 1998; Cummins, 1979; Gándara & Hopkins, 2010).

Society’s values & laws influence teachers’ instructional practices (Cortés, 2002; Ruíz, 1984)
Lau vs. Nichols, 1974

Equal access to California public education

Overcome barrier of language

ELD Services
Prop 227, 1998

Ron Unz, Silicon Valley Millionaire

English proficiency is the *fastest* way to academic proficiency
Prop 227 Instructional Strategies / Mindsets

1998 Prop 227 - English Only, SEI

- SDAIE Strategies
- Affective Filters
- Comprehensible Input
- TPR
Prop 227 and the Achievement Gap

“English learners continue to score substantially lower than their native English speaking peers” Parrish, Liquanti & Merickel (2002)
California Language Policies

1974 - Lau vs. Nichols - Required ELD Instruction

1998 - Prop 227 - English Only

2016 - Prop 58 - Multilingual Instruction
Thoughts? Ideas? Questions?
Low Incidence Languages

School/District Context
Linguistically Diverse
SEI Classrooms
Support/Develop L1

Challenge:
How do we support Ss primary language if we do not speak the same language?
District and Teacher Challenges

• **Insufficient Teacher Preparation** (Lucas et al., 2008; O’Brien, 2011; Turgut et al., 2016)
  • Limited EL instructional practices (O’Brien, 2011; Verplaetse, 1998)
  • **Limited knowledge of L2 acquisition** (Turgut et al., 2016; Zhang & Pelttari, 2014)
  • **Language Orientations** (Razfar, 2012; Turgut et al. 2016; Zhang & Pelttari, 2014)
  • Limited EL supports (O’Brien, 2011)
Research

What school/district support services are provided to support English learner academic content learning?

What are high school math and English teachers’ language orientations and how do these orientations inform their practice?

What strategies are used by high school math and English teachers to develop English learner academic content knowledge and skills?
Research

Linguistically diverse school districts > 20 languages

Fewer than 10% EL students

SEI programs at the high school

High school content teachers that taught EL students

Document Review and Participant Interviews
Research Frameworks

Linguistic Interdependence Hypothesis (Cummins, 1979)

Cortés Contextual Interaction Model (Cortes, 2002)

Language Orientations (Ruíz, 1984)
Research / Theoretical Frameworks

Linguistic Interdependence Hypothesis
(Cummins, 1979)

L1 needs to be developed along with L2 for the student to make long term academic and cognitive gains.
Research / Theoretical Frameworks

Linguistic Interdependence Hypothesis
(Cummins, 1979)

L1 needs to be developed along with L2 for the student to make long term academic and cognitive gains.

**Process Prompt:** How do you see this reflected?
Societal values impact laws and policies. Laws and policies influence personal values and beliefs. Personal values and beliefs impact instructional decisions in the classroom.
Societal values impact personal values and beliefs. Our personal values and beliefs impact instructional decisions in the classroom.

**Process Prompt:** How does this surface amongst your stakeholders?
Research / Theoretical Frameworks
Language Orientations (Ruíz, 1984)

Language as a Problem
Language as a Right
Language as a Resource
Research / Theoretical Frameworks
Language Orientations (Ruíz, 1984)

Language as a Problem
Language as a Right
Language as a Resource

Process Prompt:
What do we see in our schools?
Objective: Raise Awareness

Linguistically Diverse: Ca

1998: Prop 227

L1 = Gold

2016: Prop 58

Cognitive Development

Laws Values Beliefs

Instruction

Academic Achievement

Language as a Problem

Language as a Resource

SDAIE

SEI

Schools
Process Prompt

How does this research impact your beliefs?

Any challenges?

Questions?
My Research Context

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Document Review and Participant Interviews
My Research

Given: L1 support is crucial to cognitive and academic development

✓ EL academic achievement data and district EL master plans;

✓ School/district instructional support;

✓ Content area teachers’ language orientation, instructional strategies to support EL students’ academic learning.
School/District Instructional Support

EL Coordinator
- Departmental PD
- Rec. Instructional Strategies
- EL Program
- Designated ELD Class
- Bilingual Aide in Math class

PD
Conferences, Teacher’s Choice PD
Curriculum in Spanish
ELD Coordinator
School/District Instructional Support (Conclusions)

Ruiz: *Language as a Resource (almost)*
-bilingual aides, BCLAD

Cortés: Instructional practices within context. Not an essential mandate

Cummins: Flashes of brilliance
Teachers’ Demographics

6 Participants

Yrs Exp: 12-20 yrs

Algebra, Geometry, Math Analysis, Calculus, English, AP English, Psychology, CS

All have learned another language

Photo Credit: Canva.com
Teachers’ Self Reported Strategies

SDAIE Strategies
- Check for Understanding
- Repetition/clarification
- Visual Input
- Digital content for Spanish speakers
- Speaking Slowly
- Small groups
- Scaffolded language

Photo Credit: Canva.com
Teachers’ Instructional Strategies
(Responses)

- EL students’ access to content
- District recommended strategies
- Just good teaching
- Meet individually with the student
Teachers’ Use of L1 (Language Orientations) Reported

**Primary Language Support**
- Bilingual Aide in 1 math class
- Oral Practice in L1
- Low incidence & Linguistically Diverse
- Clarification informal
- No participants have discouraged L1
Teachers’ Language Orientation Conclusions

- No negative responses
- Few opportunities for L1
- Social/informal contexts
- Bilingual Aide in 1 class
- Evidence of approaching Language-as-a Resource Orientation
Thoughts? Ideas? Questions?
Reimagine School and District Resources

**Structures**
A-G Pathway / EL Cohorts / Flexible Grouping
Streamline Professional Development
Team Teaching
Recommendations

Priorities and Biases
- L1 Perception in Classroom
- Fiscal priorities

Professional Development
- L1 Support in SEI Classroom
- Second Language Acquisition
- Ss Translanguaging Practices
- Cognitive Rigor
- Academic Vocabulary
Professional Development Considerations

On Demand Professional Development

- MOOCs (Coursera, Stanford ELL)
- Virtual PLN’s (Twitter, Facebook)
- Coaching

Common Planning

Membership in Professional Organizations
Teacher Instructional Practices

Allow L1’s a legitimate place in the classrooms

Students process in L1 first

Discuss academic vocabulary in L1 in class or at home

Google Translate

Academic Content Vocab Translated
Consider These Options

#ELLChat
#Ellchat_BkClub
@ELLStanford
@CABEBILINGUAL
Resources
(Instructional Frameworks)

My Personal Resources

California Frameworks

Literacy Engagement Framework (Cummins, Mirza & Stille, 2012)

BeGLAD

Board Maker
Brainstorming