Dual Language Teaching Approaches: A Multiple-Case Study

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Research Questions

- What teaching practices are used by dual language teachers across veteran programs?
- How do educators reflect upon their involvement in a dual language program?
Rationale

- Teachers learn best by observing teachers
- Sheltered strategies particular to the field of dual language
- Real time, authentic
- Validating teacher knowledge
A Multi-Site Setting

- 3 Chicago area public schools with a combined total of 32 years of Spanish-English dual language programming

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Urban Charter</th>
<th>Suburban</th>
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</thead>
<tbody>
<tr>
<td>SES</td>
<td>Title I</td>
<td>Title I</td>
<td>Not Title I</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>96% Latinx, 3% Black</td>
<td>87% Latinx, 8% White, 3% Black</td>
<td>45% Latinx, 31% White, 11% Asian, 8% Black</td>
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<tr>
<td>ELL</td>
<td>55%</td>
<td>41%</td>
<td>30%</td>
</tr>
<tr>
<td>SPED</td>
<td>8%</td>
<td>15%</td>
<td>11%</td>
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<tr>
<td>DL programming</td>
<td>90-10 one-way</td>
<td>90-10 one-way</td>
<td>80-20 two-way</td>
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<tr>
<td>Race/Ethnicity (DL teachers)</td>
<td>Majority Latinx</td>
<td>60% Latinx, 40% White</td>
<td>Half Latinx, Half White</td>
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Data Collection

- Comprised video-recorded DL lessons (N=40), audio-recorded semi-structured interviews with DL teachers and principals (N=38), and field notes
- Collected by researcher and pre-service teachers during 2016-2018 as part of Roosevelt course: Methods of Teaching Bilingual Students
- Code of ethical research
Data Analysis

- Coding scheme created from interview responses and sheltered instructional strategies for students learning in two languages
- ATLAS.ti qualitative coding software
- Coding of each instance
Turn and Talk

- Which teaching practices would you anticipate seeing in a dual language lesson?
  - Most common? Least common? Why?
## Most common teaching practices

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<th>1. Language development - speaking</th>
<th>6. Emphasizes vocabulary</th>
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<td>2. Uses higher-order questioning</td>
<td>7. Uses visual aids</td>
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<tr>
<td>3. Language development - listening/comprehension</td>
<td>8. Student to student interaction</td>
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<td>4. Uses positive reinforcement</td>
<td>9. Codeswitching</td>
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<tr>
<td>5. Paralinguistic features</td>
<td>10. Language development - reading</td>
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<td>11. Student leadership</td>
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Language development - speaking

**Most common practices:**
- Pair share or group share
- Computations in Math
- Clozed reading or speaking
- Short answers
- Repetition

**Least common practices:**
- Morning meetings and greetings
- Explaining answers
- Peer revisions/assessments
- Songs with academic vocabulary embedded
- Oral presentations
Uses higher-order questioning

- Most instances occurred in Math and in Science
- Often followed by pair-share; or think-pair-share
- Mostly teacher crafted; few instances of student-made questions
- Variety of questions used in English and in Spanish
- Mostly evaluation questions as opposed to Analysis or Synthesis.
Language development - listening/comprehension

- Repetition
- Higher order questioning
- Modeling
- Student to student interaction (Turn and Talks)
- Pausa y Piensa - Stop and think
- Cognates
- Paralinguistic Features
Uses positive reinforcement

Immediate Feedback

- Affirming Student
  - "Good Job"
  - "Muy Bien"

- Honoring Students

- Deepening Understanding

- Using Specific Details
Paralinguistic features

- Total Physical Response (TPR)
- Gestures for tier II vocabulary words
- Signals or cues for procedures
- Expressiveness, including changes in voice intonation
- Acting out key action verbs
- Sign for switching languages
- Move-along songs
- Visuals and written instructions combined with expressiveness.
Emphasizes vocabulary

- Most common in Reading Lessons
- Changing tone in voice
- Using Paralinguistic Features
- Incorporating metalinguistic awareness (breaking up syllables, cognates)
- Comprehension checks
- Using text evidence
- Repetition
  - Teacher
  - Students
Uses visual aids

- Projected documents
- World map
- Flip charts
- Calendar time
- Anchor charts
- Student generated
- Whiteboard
Student to student interaction

- Pair-share
- Peer review/assessment
- Morning meetings recognizing peers' positive behaviors
- Welcome circles to share out
- Greetings with games and songs
- Shared reading
- Students helping each other
Codeswitching examples

- Everyday objects ("post it", "expos", "tissue")
- Commands (on your bottom, go over there)
- Vocabulary (vínculo numérico...number bond; en la sombra...in the shade; add...agregar)
- Reactionary (sorry, nevermind, oh my goodness)
- Stream of thought
  - Estaba en un playground que tenía mucho wood...después lo sacamos pero todavía está infected y necesito un band aid.
  - En poor neighborhoods personas tienen que like robar a otras personas porque no pueden comprar comida.
Language development - reading

- Choral reading
- Shared reading
- Guided reading
- Individual reading
- With simultaneous writing
- For reference
- For detecting errors
- For assessment
Student leadership

- Students as teachers
- Students as language teachers
- Student helpers
- Students as facilitators
- Students contributing to build background
Interview Learnings

- How do educators reflect upon their involvement in a dual language program?

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<th>Teacher’s motivation for teaching</th>
<th>Assessment</th>
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<td>Leadership and support</td>
<td>Language development - reading</td>
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<tr>
<td>Challenges</td>
<td>Differentiation</td>
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<tr>
<td>Family and community involvement</td>
<td>Attention to well-being</td>
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Teacher’s motivation for teaching

- Love of Spanish
- Past experiences
- DL Advocate
- Make a difference
- Foster bilingualism & biliteracy
- Language as connector to history and culture
I like to see the child language as an avenue to connect to their history and their culture and the nuances to their identity that might not come out in a different classroom, in a monolingual classroom, and so the comfort level of the relationship building that I feel like we can use.

I wanted to be part of a movement in school that was part of honoring the student’s language and culture to me that was something that was very appealing. And that’s why I love dual language.

Like you can see how they are transferring it. Even when they are trying to like present their work and they are trying to do it in Spanish and they struggle a little bit but they still try. So, the motivation they have of using that language.
Leadership and support

- Administration who understands dual language (benefits, allocating funds, positions, and resources); district professional development

- Specialists - social worker, special education teacher, reading specialist, speech pathologist

- “The school community but also the parent community, and then the children. Three different sets of communities all coming together and valuing that.”

- Collaboration
  - Through planned meeting time (cluster/vertical, grade level, dual language)
  - As a school pillar

- After-school programs
Challenges

- Materials in Spanish (authentic, leveled, e-programs, middle school)
- Support for students with special needs
- Maintaining fidelity of dual language model (discourse, classroom, school levels)
- Hiring prepared teachers and staff; onboarding
- Parent involvement
Family and community involvement

- Parent support of dual language
- Constant communication
- Involving parents in meaningful ways
  - Tailored bilingual parent advisory meetings
  - “I like to invite parents to come and be part of the teaching. So every Thursday I have parents that come and do reading groups with me.”
Assessment

- Using data to group students
- Criteria and assessments for DL eligibility
- Benchmark assessments mostly done three times a year
- WIDA and CCSS mostly used for English; LAS for Spanish
- Anecdotal records and checklists for language development
- End of unit tests, exit tickets, and progress monitoring for content
- Common challenge: evaluate both languages equally
- Rubrics for upper grades
Language development - reading

• Literacy mostly in English in upper grades (with some exceptions)

• Read alouds in both languages; challenges with authenticity in SPA

• Cultural relevance: Reading about influential Hispanics, bilingual authors book study

• guided reading

• Early literacy in Spanish

• Language visually separated

• Literacy is stronger when SPA is spoken at home

• strategic pairing/partner reading
Differentiation

- Heterogeneous grouping
- Collaboration with Sped teachers
- After school support
- SIOP sheltered practices
- Reading interventions for all levels
- SEL goal-based differentiation
- Linguistically modified assessments
you share the same humanity, right, and you share the same values, or similar values, and you can see them for who they are, and if you do that they’ll see who you are, and then they’ll be able to learn from you. That’s the thing, I feel like if you don’t have that, you—they won’t learn, right, if they don’t feel like they have that connection with their teacher. They won’t want to, they’ll let you know.
Aspects to further emphasize

- Language development - writing
- Metalinguistic awareness
- Language objectives
- Building background
- Higher order thinking
- Community involvement