Essential Elements That Make Dual Immersion Work

Diana Erickson
Dual Language Training Institute
Diana Erickson Consulting

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Today’s Learning Targets

- Go over the goals of Dual Language Education
- Learn or review essential elements of an effective dual language enrichment program
AGENDA

- Goals of a Dual Language Education
- Bilingual Pairs
- Language of the Day
- Journal Writing
- Bilingual Learning Centers / Bilingual Research Centers
- Specialized Vocabulary Enrichment
- Conceptual Refinement
- Training Opportunities
1) High **linguistic proficiency** in two languages.

2) High academic proficiency (content area) in two languages.

3) Positive cross-cultural attitudes; biculturalism

4) Dual Language Models are Additive (biliteracy) that focuses on Challenging Interactive and Authentic (CIA) instruction (no remediation)
Bilingual Pairs (BP)
A Quiet Classroom is a SICK Classroom!

- Create MANY Opportunities for students to TALK to You and to Each Other
- Create MANY activities that engage students in thinking and doing
- Pair students up to create environments of acceleration and rigor (High/Medium & Medium/Low)
Bilingual Pairs

• Based on the premise that learning is social (Vygotsky, 1978)

  ▶ Children learn from each other

    • Need opportunity to talk to each other
    • Process new understandings

• Mechanism that drives language and concept development

• Provide structure for extended language production opportunities
The relevance of bilingual pairs...

• opportunity for them to engage in meaningful conversations in a nonthreatening environment (Alanís, 2011)

• reinforces a native speaker’s knowledge of the language and grants a heightened status in the classroom

• Children are more willing to take risks as learners when they feel safe in their learning environment (Church, 2004).

  – Learn from their mistake in a smaller setting
Use of Bilingual Pairs for Instruction

Bilingual Pair

High

Medium

Medium

Low

Bilingual Pair

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Bilingual Pairs

When do I use?
1. Whole group instruction
2. Centers
3. Practice time
4. Conceptual refinement
5. Specialized vocabulary enrichment
6. End of day summary
Cooperation through Bilingual Pairing

- provides opportunities for
  1. sharing ideas
  2. learning how others think and react to problems
  3. practicing oral language skills in non-threatening environments
  4. development of academic vocabulary in L1 and L2
1. Brainstorm
2. KWL
3. Think-pair-share
4. Read-pair-share
5. Write-pair-share
6. Paraphrase

7. Fill in the blanks
8. Turn and talk
9. Clarify/verify
10. Review concepts
11. Scavenger hunt
12. I Spy
13. Riddles
When Working with a partner students should...

- **Negotiate**: Teach each other the concepts by explaining their answers (S, L, R, W)
- **Clarify/verify** each other’s understandings
- Engage in academic talk; use the academic vocabulary

- **DIRECTIONS ARE THE KEY**
- **Structure; parameters**
Use Partners throughout the Day

During Content-Area Instruction
- pair based on mixed language and content-area ability during whole group and small group learning
- During small group learning, partners should “learn together” with one assignment
- Gradual Release: One paper per partner, then each with a paper--but working in partners, to independent practice

During Learning Centers
- Partners based on mixed language ability; “learn together” with one assignment

During Vocabulary Development Activities
- Partners based on mixed language ability for read-aloud, journal writing, shared writing

Note: Partners change throughout the day, pairing students that can support each others’ language and content learning at a high level
Language of the Day (LOD)
LOD: Logistics

- Color code
- MWF-Spanish
- TT-English
- Where should you post the sign?
Content Integration-Beyond Good Teaching

- Purposely choose LOD activities
- Link concepts across activities
- Make clear connections
Language of the Day (LOD) 
Five Vocabulary Development Activities

1. Routines and Activities
   • greetings, calendar, pledge, daily news, hallway talk, breaks, lunch, etc.

2. Read the Room
   • Classroom labels, word walls, and bulletin boards

3. Journal Writing

4. Read Aloud

5. DEAR Time

**GROUPS MIXED TOGETHER FOR LOD**
Journal Writing
All students should keep Reflective & Expressive journals:

Reflective:
1. Math
2. Science
3. Social Studies
4. Language Arts

Expressive (free writing):
5. VDA
Journal Writing: Gómez & Gómez

• LOD
  – Morning routine
  – Writing center
• LOI
  – During content areas
  – At bilingual centers
• Reflection
• Summary

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Facilitating Writing in Content Journals

- Partners
- Word Banks
- Bulletin boards
- Sentence stems
- Practice during whole group
Bilingual Learning Centers (BLCs) and Bilingual Research Centers (BRCs)
What are Learning Centers?

- Designated areas in the classroom where students learn together and independently
- Areas of learning that promote child-directed learning and instills responsibility
- Centers that are driven with some degree of free choice of the center and activities in the center
- Areas of learning that designed, managed, and facilitated by the teacher
Why Use Learning Centers?

- Learner-centered classroom
- L1 acquisition
- Develop the whole child
- Nurture individual differences
- Opportunities for decision making; responsibility
- Eliminate and prevent discipline problems

(NAEYC)
Learning Centers

- Reinforce Core Instruction
- Introduce new information
- Applies learning
- Provides acceleration
- Enrichment; Higher level thinking, inquiry
- Exploration; Self-directing, research, discovery learning
Project-Based Learning

- Starts with a question/situation
- Ss attempt to resolve problems
- Ss collaborate and investigate
- Ss develop self-directed learning strategies

- Embeds content area in a realistic format
- Engages Ss interest in and out of class
- Teachers
  - Develop time line
  - Develop assessment
  - Organize resources
  - Develop a Rubric

PBL - Buck Institute for Education: www.bie.org
Research Centers (3rd-5th)

- **Purpose:**
  - to promote project-based, research-based learning beginning 3rd grade; engage students in creative and critical thinking
  - for vocabulary enrichment across the curriculum

- Research Centers (RCs) should be created in area(s) teacher is teaching:
  - math, science, social studies, or language arts

- Research Centers are created by consolidating all available instructional and resource material available in one area, (books, magazines, pamphlets, websites, encyclopedias, dictionaries, etc.)

- RCs are used during content area instruction (extend lessons in Math, Science, Social Studies, and Language Arts)

- Minimum of 6-8 project/research-based lessons/activities should be planned yearly using RC’s (2 projects per subject per year)
Specialized Vocabulary Enrichment (SVE)
How are SV Words Taught?

- **Using Context**
  - Guess the Meaning, Super Word Web, 4 Part Foldables, Predictable/Probable Passages, Word Detectives
- **Using Structure**
  - Flipbooks, Making Words Activities, Making Big Words, Word Sorts, Prefix/Suffix boxes
- **Using Games**
  - Pictionary, Scrabble, Boggle, Hangman, Taboo
How are SV Words Learned?

Through…
• Connecting to Prior Knowledge
• Using Metacognitive Strategies
• Being Actively Engaged
• Creating a Word Rich Environment
• Applying Words Across the Curriculum
Sample SVE Activities

- reading a story with target vocabulary words
- playing a bingo game in groups or as a whole class
- creating and/or playing a matching game
- creating a vocabulary chain (links) based on story
Purpose

- To develop *content biliteracy* by exposing learners to previously learned (previous week) specialized content area vocabulary in the language it was *not* initially taught.

- Vocabulary obtained from previous week’s unit objectives.

- Learners participate together 20-30 minutes once a week per subject.

- Could be done during the subject block or LOD time.

Language of SVE

- Math in *Spanish*
- Science & Social Studies in *English*
7-Step CIA Lesson Plan Cycle
DEVELOPING THE LESSON
Teacher determines materials, time, etc. and develops as needed for lesson implementation

DELIVERING THE LESSON
1. **Focus**: Teacher establishes *student* purpose for learning lesson objective (activate prior knowledge) – 5 minutes

2. **Direct Instruction**: Teacher explains, models and/or demonstrates lesson objective – 15 minutes

3. **Pair Activity #1**: Teacher places students into pairs (7-8 min) & then group (7-8 min) for *comprehension level* activity; monitors students *(1st verb stated in objective)* – 15 minutes

4. **Pair Activity #2**: Teacher places students into pairs (7-8 min) & then group (7-8 min) for *higher order thinking level* activity *(application, analysis, synthesis, or evaluation level...2nd verb stated in objective)*; monitors students – 15 minutes

5. **Closure**: Teacher or students summarize; and/or students share their completed activity/project for lesson closure – 10 minutes

6. **Conceptual Refinement**: Small group refinement (2-5 students) after each ELA, Math, Science & Social Studies lesson; Independent Practice (rest of class not in CR) – 15 minutes

7. **Journal Reflection**: Students write a learning reflection *(connected writing)* – 10 minutes
Conceptual Refinement (CR)
Conceptual Refinement (PK-5th)

- **Purpose:**
  1. To ensure teaching occurs at the highest stage of academic rigor for PK-5th grade (teach to top 25%)

- Conduct Concept Refinement in **same** LOI for students at the end of the lesson cycle for each **ELA, Math, Science, and Social Studies lesson**

- 15 minutes of content reinforcement/review “**Conceptual Refinement**”

- Time is inclusive of instructional block

- Should be listed in daily classroom schedule
**Vocabulary Development Activities**

**Daily Vocabulary Development Activities Beyond Core-Area Instruction**

**Five Vocabulary Development Activities:**

1. **Routines in LOD** (greetings, calendar, daily news, pledge, clean-up, line-up, hallway, lunch)
2. **Journal Writing in LOD**
3. **Read-Alouds in LOD** (when conducted outside of LA)
4. **D. E. A. R. Time in LOD**
5. **Read the Room in LOD:** (Classroom Labels, Student Generated Alphabets, Word Walls)

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Content Biliteracy

- In **Opposite LOI** for Math, Science, and Social Studies
- **9 different strategies** (PK-5th) to develop vocabulary for core areas being taught in one language
- Students do not need to learn the concept again, simply the **vocabulary** term in the other language.
Opportunities for Content Biliteracy Development
(Vocabulary Enrichment Strategies in Both Languages)

1. Content Integration (PK-5)
2. Thematic Planning (PK-5)
3. Language of the Day (PK-5)
4. Bilingual Pairs or Bilingual Groups (PK-5)
5. Bilingual Learning Centers (PK-2)
6. Bilingual Research Centers (3-5)
7. Specialized Vocabulary Enrichment Activity (3-5)
8. Computer Instruction (3-5)
9. Cognates (PK-5)
DLTI Trainings on the Gómez & Gómez Elementary DLE Model:

1. Three-Day "Initial" Training on the Gómez & Gómez Elementary DLE Model

   **Day 1**  Understanding Dual Language Education (purpose, research, philosophy), Principles of a Dual Language Education, Instructional Model (components), Language of the Day, Elements of Gómez & Gómez Dual Language Classroom, The Dual Language Classroom Schedule (PK-5), Bilingual Pairs (balanced classrooms)

   **Day 2**  Challenging, Interactive and Authentic (CIA) Dual Language Classrooms, An Effective Dual Language Lesson Plan (lesson cycle), Second Language Acquisition (ESL/SSL), Cooperative Learning, Dual Language Grading Policy, Student/Program Assessment (report cards, testing)

   **Day 3**  Critical Dual Language Model Components: Conceptual Refinement (supporting L2 content learners...PK-2 & academic rigor), Specialized Vocabulary Enrichment Activities (facilitating biliteracy in all learners...3-5), Bilingual Learning Centers and Research Centers, Fundamental Tenets of Dual Language Programs
Training Opportunities

Two-Day Training on Development and Use of Bilingual Learning Centers for PK-2nd Grade used in the Gómez & Gómez Elementary DLE Model

Two-Day Training on Use of Bilingual Pairs in the Gómez & Gómez Elementary DLE Model

Two-Day Training on Creating Specialized Vocabulary Enrichment (SVE) Activities for PK-5th Grade used in the Gómez & Gómez Elementary DLE Model

Two-Day Training on Creating the Five Language of the Day (LOD) Activities used in the Gómez & Gómez Elementary DLE Model

Two-Day Training on Project-Based Learning (PBL) & Bilingual Research Centers (BRC) Strategies for PK-5th Grade as used in the Gómez & Gómez Elementary DLE Model

Two-Day Training on the DLE Lesson Cycle: Creating Lessons that are Challenging, Interactive and Authentic (CIA) as used in the Gómez & Gómez Elementary DLE Model
Finally...

• Classroom environments that are cognitively and linguistically stimulating provide opportunities for students to be part of meaningful conversations.
• The use of these strategies acknowledges that young children are capable of communicating in meaningful ways (Alanís, 2010)
• All learners need occasion to interact with each other as part of their learning experience
Thank you for attending my session!

If you have any questions or wish to schedule a training, please contact me at dkerickson52@gmail.com.