Fostering a Culture of Inclusion: Supporting the Learning and Development of Dual Language Learners

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Welcome and Introductions
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

- **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

- **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
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 of 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 Discussion

- How do your local schools/facilities/institutions refer to non-native English speaker?

- How are you currently preparing your teachers for work with culturally and linguistically diverse learners?

- How are perceptions about learning a second language different when the learner is a native English speaker?
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
BICS in first language

BICS in second language

Common Underlying Proficiency

CALP in first language

CALP in second language
Critical Concepts in Teaching DLLs

- Should your teachers encourage the families of their students to speak only in English?
  - What message does this send?
  - What are the advantages/disadvantages?

- Should the families of these students teach their children to read and write in their native language?
What does this mean to my teachers?

- 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!
Macro-level strategies

- Encourage teachers to tap into DLLs’ *funds of knowledge* (Luis Moll)
  - 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
  - Example: Jacob’s story- migrant workers
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

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

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
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

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

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

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

- Non-verbal communication (posture)
- Gestures
- Signs
- Pictures
- Props
Considering Culture - Students

- Impacts Verbal Communication
  - Addressing authorities
- Non-verbal Communication
  - Eye contact
  - Personal space
- Classroom Behavior
  - Feelings about competition
  - Sense of ownership
Considering Culture - Families

- Understandings about parent-teacher relationship
- Individualism v. Collectivism
- Role of the child within the home
- Definition of education
- Cultural and social capital
Getting them thinking...

- Work in groups to define culture - draw the relationship between culture and the many things it impacts.

- Teachers often complain about a lack of participation from the culturally diverse families. Have your teachers brainstorm reasons why these families might be hesitant, and then some ways go bridge the gap.
Getting them thinking...

- Name reflection- have teachers research the origin of their names via family members- sounds simple, but produces great results

- Disparate resource activities

- Read The Spirit Catches You and You Fall Down (Anne Fadiman), Other People’s Children (Lisa Delpit) or Con Respeto (Guadalupe Valdés)
Questions and Answers

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