

Strategies for Keeping Primary and Secondary Students in the Target Language

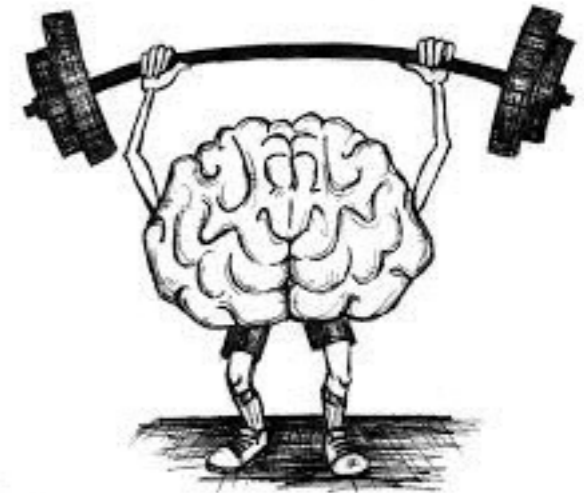
CARLA Pre-Conference Workshop

October 20, 2016

Betsy Koop - add.a.lingua



“The best answer at present is that early age of acquisition, overall fluency, frequency of use, levels of literacy and grammatical accuracy all contribute to the bilingual advantage, with no single factor being decisive [137, 138]. Increasing bilingualism leads to increasing modification of cognitive outcomes” (Bialystok et al, 2013).

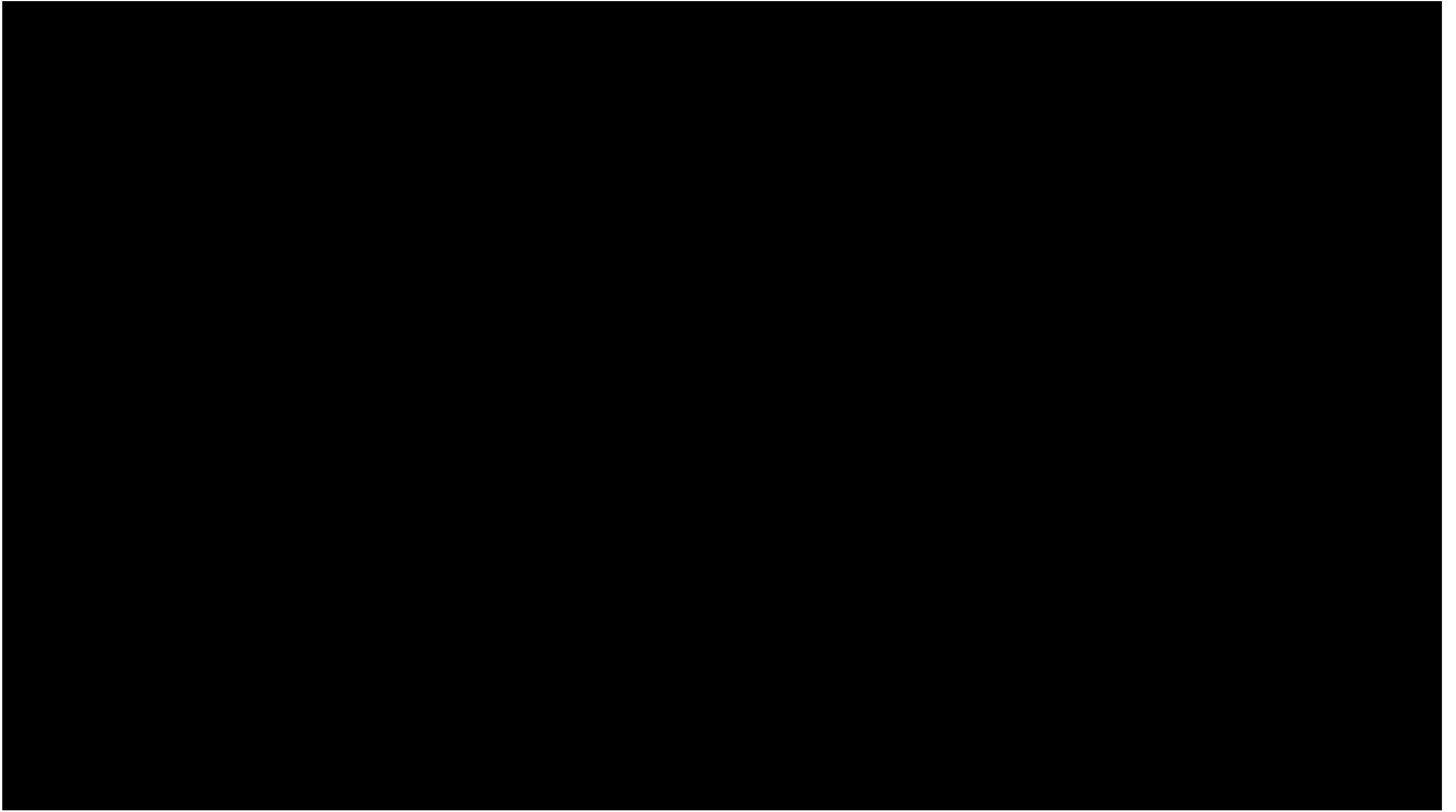


How might this finding inform our values and beliefs about students’ immersion language abilities?

Bilingualism: Consequences for Mind and Brain. Ellen Bialystok, Fergus I.M. Craig, Gigi Luk Trends Cogn Sci. Author manuscript; available in PMC 2013 Apr 1.

Published in final edited form as: Trends Cogn Sci. 2012 Apr; 16(4): 240-250. doi: 10.1016/j.tics.2012.03.001 PMID: PMC3322418





standing conversation

- Stand up and find someone you don't already know.
- Describe your relationship to the topic of today's workshop: Strategies for Keeping Students in the Target Language.
- Volunteers share aloud what their partner's relationship is to the topic.



session outcomes

- **Examine and unpack root causes of the struggle to keep students in the target language.**
- **Identify strategies designed to keep students in the target language and explore how to implement them.**
- **Set personal goals with respect to language strategies in order to articulate and deepen the impact on immersion language development.**



norms of collaboration

norms of collaboration*



1. pausar
2. parafrasear
3. preguntar
4. compartir ideas
5. proveer datos
6. prestar atención a si mismo y a los demás
7. pre-asumir intenciones positivas

1. pause (暂停)
2. paraphrase (重述)
3. pose questions (提问)
4. put ideas on the table (提出你的想法)
5. provide data (提供数据)
6. pay attention to self and others (注意自己和其他人)



1. pause
2. paraphrase
3. pose questions
4. put ideas on the table
5. provide data
6. pay attention to self and others
7. presume positive intentions



working agreements



four-box synectics

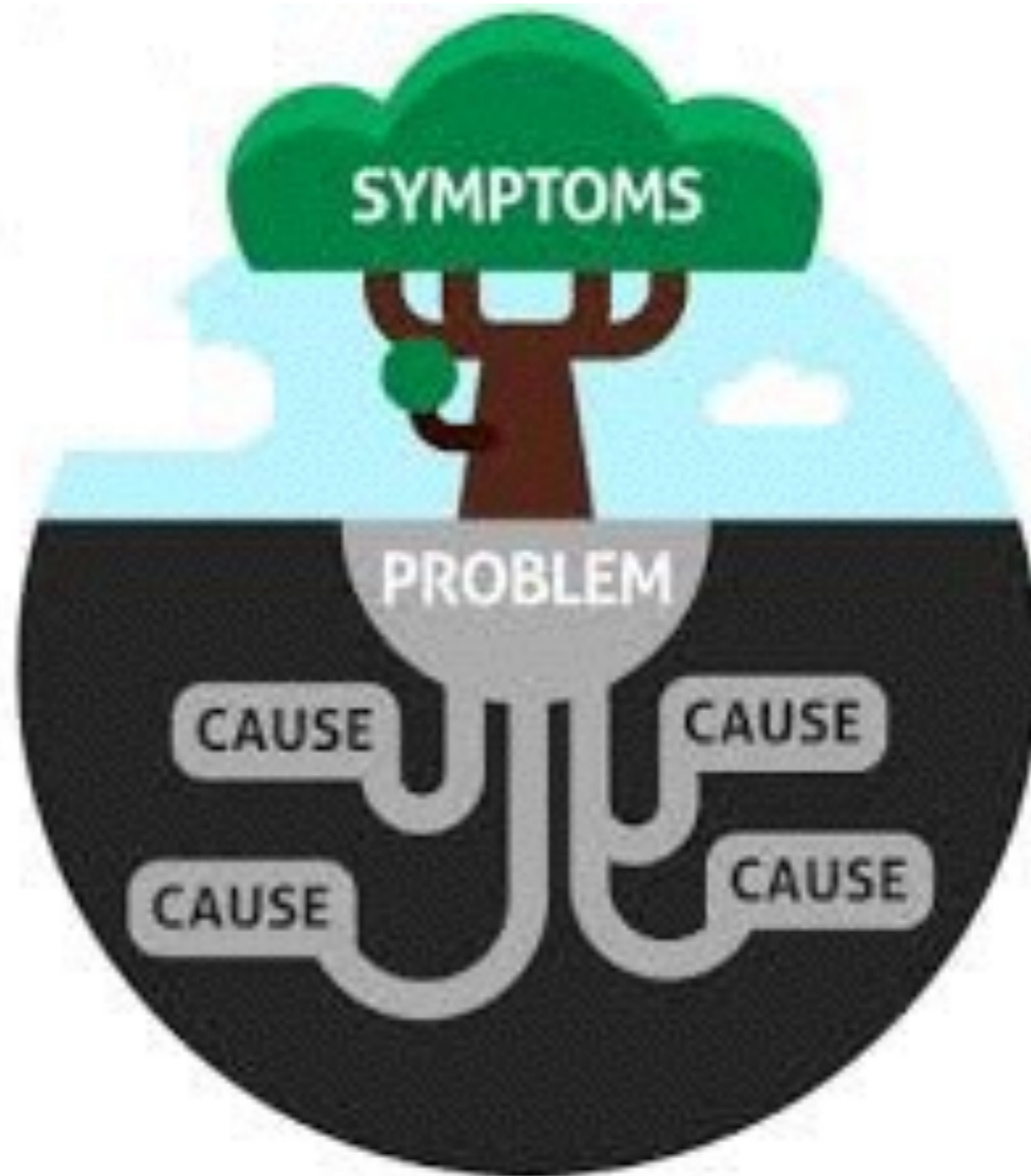
- *“Keeping immersion students in the target language is like _____ because _____.”*
- **Brainstorm 1 or 2 responses for each box/item to the prompt.**
- **Groups have 1 minute to select their best item and a spokesperson.**



WHY?

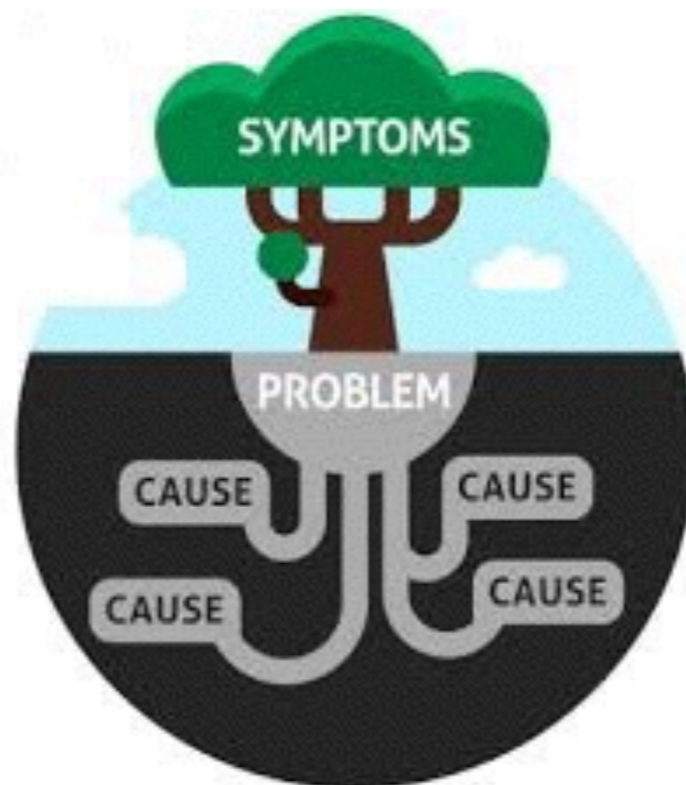


getting to the root of the problem



group brainstorm

- Form a group of 3-4 and select a scribe.
- Spend 2 minutes brainstorming and noting why it is so challenging to keep students in the target language.
- Spend 1 minute selecting your top two and be prepared to share out.



here's what, so what, now

what : language status

- Find a partner.
- Consider:
 - What is the common cultural perspective about the majority language and what “status” does it have in our culture?
 - What is the common cultural perspective about the target language and what “status” does it have in our culture?
- Spend 3 minutes working together to complete the “here’s what” column of the chart.



here's what, so what, now what : language status



5 minutes with Dr. Tara Fortune



here's what, so what, now what : language status

- Consider:
 - What message does the current status of languages send to native speakers of the immersion languages in our culture?
 - What message does the current status of languages send to native English speakers in our culture?
 - What is the effect of the current status of languages on students?
- Spend 3 minutes working together to complete the “so what” column of the chart.





English

Immersion Language



***NOW
WHAT?***



**WHAT can we do to keep
students in the target language?**





English

Immersion Language





immersion

language

English



WHAT? 1. Elevate the status of the target / immersion language.

“Myth: Treating each language of a dual language program the same is the best way to respect the equality of both languages.

Fact: Because of the tremendous power of English, it is often necessary to raise the status of the non-English language above that of English to balance the value of the two languages (e.g., Valdes, 1997)” (Hamayan, Genesee & Cloud, 2013, p. 91).



HOW might we elevate the status of the target / immersion language?

- Draw a 2x2 box.
- What might be two evidences of the the status of the immersion language being elevated...
 - within the classroom?
 - within the program?
 - within the school?
 - within the district?



WHAT?

2. Implement (and follow!) an *immersion language only policy and timeline.*

“It is critical when teaching through students’ L2 that teachers promote their students’ L2 skill **as much as possible** during the lower grades so that they can comprehend complex academic content taught through the L2 in the higher grade” (Hamayan, Genesee & Cloud, 2013, p. 91).

“It has traditionally been argued that the use of each language should be strictly separated when teaching specific subjects... The more students are encouraged to use the non-English language, the more likely their proficiency in that language will be enhanced” (Hamayan, Genesee & Cloud, 2013, p. 75).



How might we implement (and follow!) an *immersion language only policy and timeline?*



How might we implement (and follow!) an *immersion language only policy and timeline*?

- Explore the *add.a.lingua immersion language only policy and timeline*.
- Find your grade level and read the corresponding section.
- Write two “I notice” statements and two “I wonder” statements.



- ≡ educational models
- ≡ administration
- ≡ family and community
- ≡ Mandarin frameworks
- ≡ Spanish frameworks
- ≡ secondary continuing
- ≡ pd1 . primary
- ≡ pd1 . secondary
- ≡ pd2 . primary
- ≡ pd2 . secondary
- ≡ pd3 . primary
- ≡ pd3 . secondary
- ≡ aalpa range finder
- ≡ leadership training materials
- ≡ internal (admin only)
- ≡ informed parent guide
- ≡ **informed educator guide**
- ≡ authentic texts
- ⊕ add category

informed educator guide ⚙ settings

≡ start here ⚙ settings

≡ definition and goals of dual language immersion	• published	oct 13, 2016	view
≡ language proficiency demystified	• published	oct 13, 2016	view
≡ quality program "to do" checklist	• published	oct 18, 2016	view
≡ key terms	• published	oct 14, 2016	view
≡ intermediate example	• hidden	oct 18, 2016	view
≡ advanced example	• hidden	oct 18, 2016	view
≡ performance and proficiency distinction	• hidden	oct 13, 2016	view

⊕ add resource

≡ early total one-way ⚙ settings

≡ program design . early total one-way	• published	oct 13, 2016	view
≡ community FAQs . early total one-way	• published	jun 25, 2015	view

⊕ add resource

≡ 90-10 two-way ⚙ settings

≡ program design . 90-10 two-way	• published	oct 13, 2016	view
≡ community FAQs . 90-10 two-way (Español)	• published	jun 25, 2015	view
≡ community FAQs . 90-10 two-way (English)	• published	oct 23, 2015	view

⊕ add resource

≡ middle school and high school ⚙ settings

≡ program design . middle school	• published	oct 13, 2016	view
≡ program design . high school	• published	oct 13, 2016	view
≡ community FAQs . secondary	• published	jun 25, 2015	view

⊕ add resource

≡ instructional tools ⚙ settings

≡ contract lesson	• published	jul 7, 2016	view
≡ notice, practice, produce	• published	jul 12, 2016	view
≡ immersion language only timeline visual	• published	jul 12, 2016	view
≡ immersion language only timeline lesson	• published	jul 12, 2016	view



add.a.lingua immersion language only timeline (number of weeks spent in instruction)



AFTER their first day of school:

- **Second grade** students are expected to use immersion language only to communicate with their teacher & peers

During the first **THREE** weeks of instruction **ONLY**:

- **threeschool / preschool** instructors explain classroom routines/ instructions in English. The immersion language is used for actual content instruction. Answers in L2 or in English may be accepted.

After **SIX** weeks of instruction:

- **Kinder** teachers hold students accountable to using only immersion language.

After **TEN** weeks of instruction:

- **Kinder** students should begin to use immersion language to speak to peers



ON their first day of school:

- **Third, fourth, and fifth grade** students are expected to use immersion language only to communicate with their teacher & peers

After **FIVE** weeks of instruction:

- **First grade** students should begin to use immersion language to speak with their peers

After **FOUR** weeks of instruction:

- **Kinder** teachers introduce circumlocution game, encouraging use of immersion language only, even if students use only a couple words! Teacher will explain the game and incentives and practice for two weeks.
- **First grade** students are expected to use only immersion language to communicate with their teacher.



How might we implement (and follow!) an *immersion language only policy and timeline*?

- Teach the *add.a.lingua immersion language only policy and timeline lesson*.
- Ask: How might you modify this for your grade level and/or context?





add.a.lingua pd1 primary teacher tool

immersion language development: lesson plan

immersion language only timeline lesson

teaching lesson

objective

Students will agree to follow the add.a.lingua immersion language only timeline to the best of their ability and clearly understand the system to which they will be held accountable.

materials: whiteboard, poster with a visual of the immersion language only timeline dates for your grade level (created by teacher), markers, blank paper

introduce: The teacher will...

1. Ask students to think back to the previous year(s) and remember what the expectation was regarding the use of the immersion language and English during the school year. Invite students to share with a partner, then select a few students to share with the whole group.
2. Share the lesson objective.

teach: The teacher will...

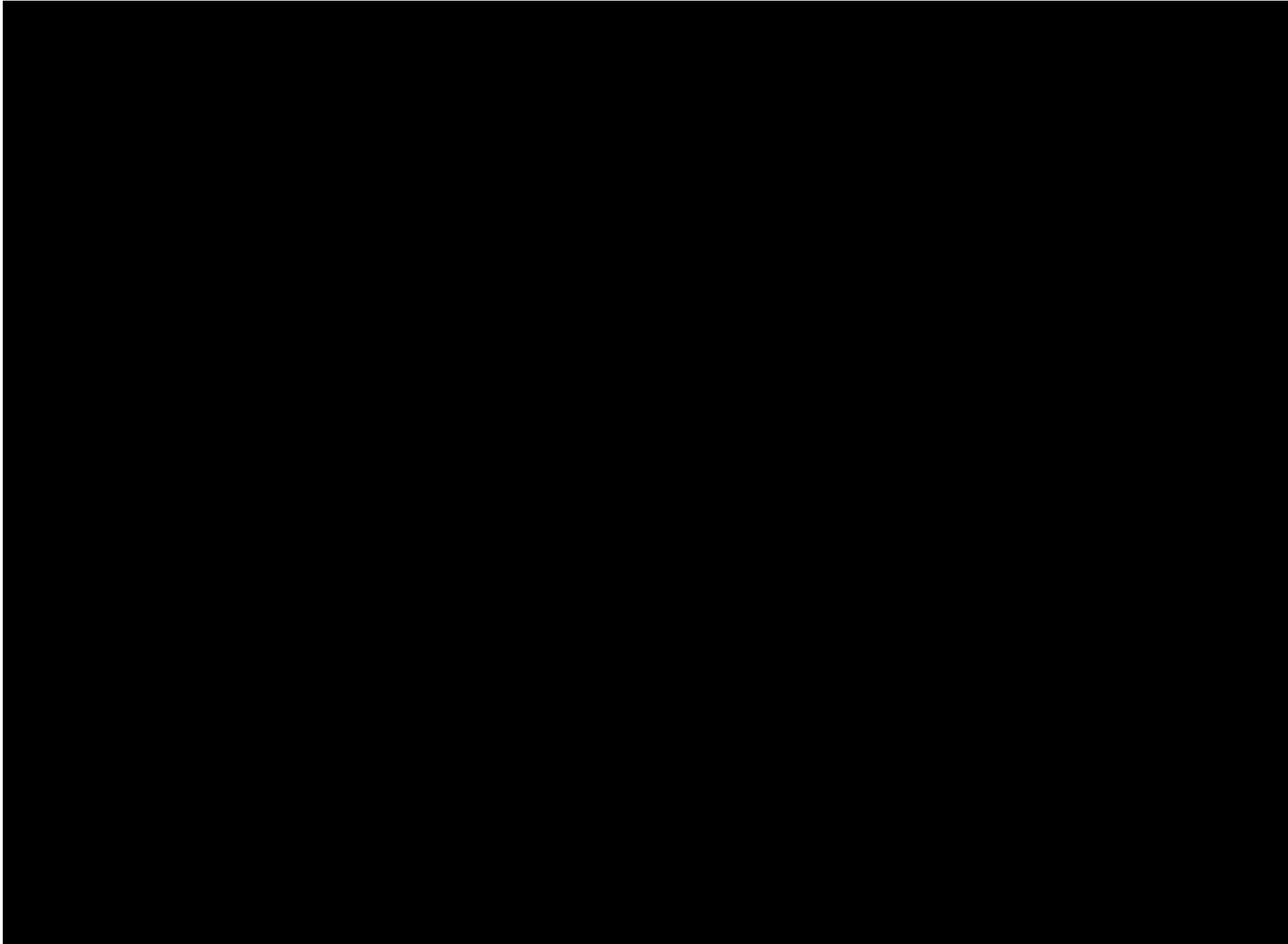
1. Draw a circle on the whiteboard, and ask students to help turn the circle into a pie chart of language use.
2. Ask students to work with a partner to create a list of as many contexts as possible in which they speak or use English (at home, recess, soccer practice, boy scouts, playing in the neighborhood, summer, etc.). After students have worked for a few minutes, call their attention, and invite students to share.
3. Use a marker to fill in a bit of the circle on the board, every time a student provides a context in which he/she uses English. The circle should be mostly filled, but leave about 1/8 white.

How might we implement (and follow!) an *immersion language only policy and timeline?*

- Incentivize adherence to the immersion language only policy and timeline.



language incentives



WHAT? 3. Scaffold for success.

“**Instructional activities and interactional feedback** that act as a counterbalance to the predominant **communicative orientation** of a given classroom setting will be more facilitative of interlanguage restructuring...” (Lyster & Mori, 2006: 294)” (Lyster & Mori, 2008, p. 140).



Words from Tara Fortune



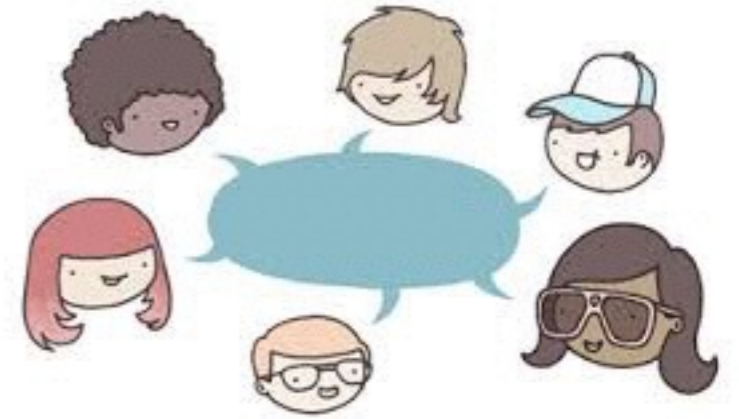
How might we scaffold for success?



How might we scaffold for success?

dialogic instruction

- teacher as facilitator of discussions
- student-centered learning
- students speak and write frequently
- students and teachers use circumlocution to stay in the target language and expand vocabulary



dialogic instruction

classroom culture

feature: dialogic teaching



How might we scaffold for success?

teach “tools”

(including circumlocution)



circumlocution lesson



add.a.lingua pd1 teacher tool
immersion language development: lesson plan



circumlocution lesson

teaching lesson

objective

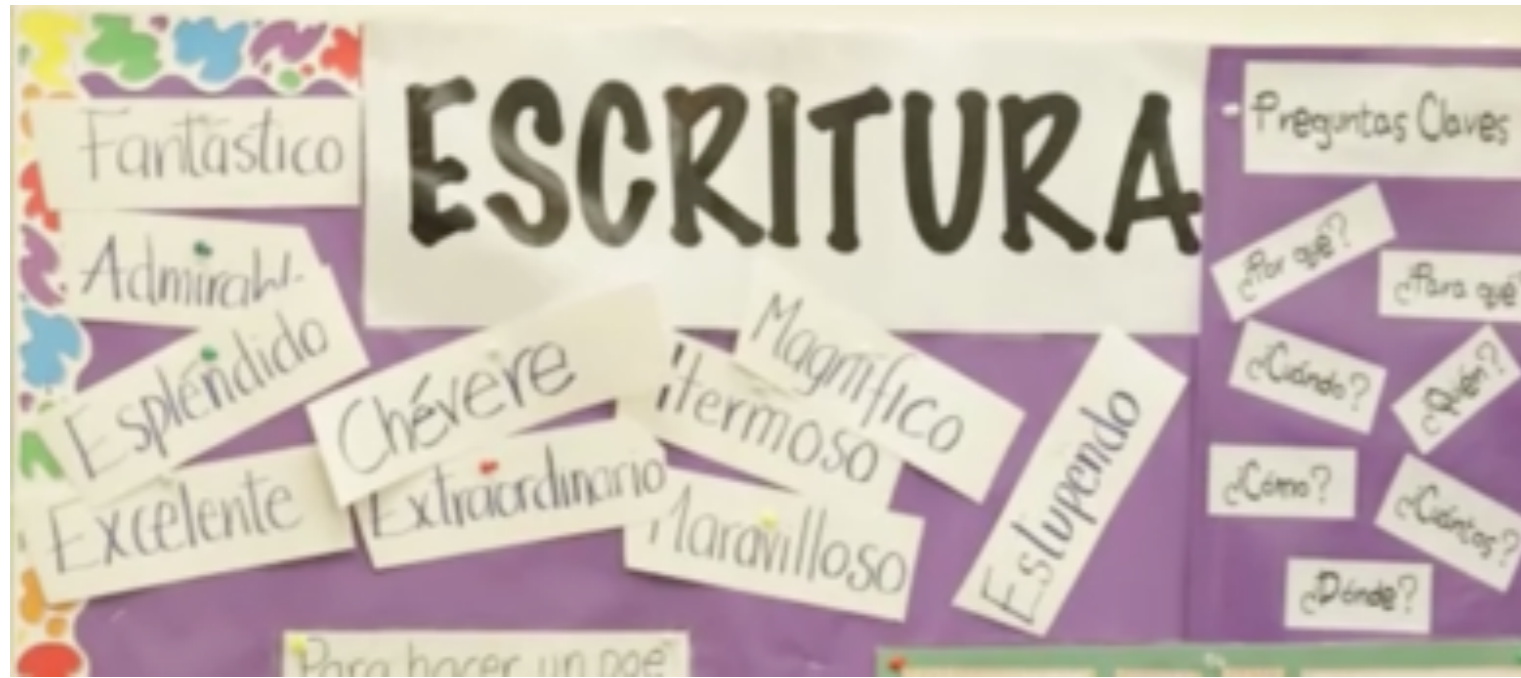
Students will use circumlocution to talk around a word in Spanish without using any English and recognize situations in which to use this language strategy.

materials: tools in a toolbox/container, vocabulary cards (one per student), graphic organizer (web)- 1 large poster-sized and one copy for each student, poster, markers

introduce: The teacher will...

1. Explain to students that just as they will grow in size and acquire more knowledge, they will also grow immensely as language learners throughout this school year. Remind students it is normal for them to still have many words or phrases they don't know how to say, but by using specific language tools, they can convey meaning and remain in Spanish so that they protect the immersion language.
2. Show a toolbox, shaking the tools inside to captivate students' attention. Ask students why tools are necessary (because they are used to build/fix things). Share that today, students will learn about tools, specifically one called *circunloquio*, that will help them build their Spanish skills by staying in the target language even when they don't know a word or phrase.





How might we scaffold for success?

corrective feedback

- Implementing appropriate Corrective Feedback techniques means that we must “offer learners an opportunity to self-repair by generating their own modified response” (Lyster and Mori, 2008, p. 137).
- Teacher asks for clarification, prompts students, and allows sufficient time for students to self-correct.



corrective feedback

L2 development
feature: corrective feedback



research: say something

- Find a partner and determine who is partner A and B.
- Both partners read part 1 silently.
- Partner A says *something* related to or about the text.
- Partner B listens.
- Continue, alternating roles.
- Discuss what you notice or wonder after reading the entire document.



rotating review

- Walk from poster to poster, discuss the topic with your group. Think: “For optimal immersion language development and to keep students in the target language, we should...”
 - see...” (1)
 - hear...” (2)
 - expect teachers to...” (3)
 - expect students to...” (4)
- Have a volunteer add your unique thoughts and ideas to the poster.



give & go

purpose: activate group energy and frame thinking surrounding strategies for keeping students in the target language

- **grab an index card and fold it in half (2 rectangles in front, 2 in back)**
- **think of 1 strategy that you use to keep students in the target language, and write it in box #1 of your card**
- **stand up and “give and go” - find a new person, introduce yourself, trade cards, talk about what’s on them, and add your original strategy to your new card**
- **repeat until you’ve got four total strategies on your final card**



goal setting



We'd love to keep talking...in multiple languages

addalingua.com



addalinguablog.com



facebook.com/addalingua



@addalingua

references

Bialystok, E. (2009). Bilingualism: The good, the bad, the indifferent. *Bilingualism: Language and Cognition* 12 (1). Cambridge University Press.

Bournot-Trites, M. & Tellowitz, U. (2002). *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills*. A Report Commissioned by the Atlantic Provinces Educational Foundation. Halifax.

Clark, B. A. (2000). First- and Second-Language Acquisition in Early Childhood. In D. Rothenberg (Ed.), *Issues in Early Childhood Education: Curriculum, Teacher Education, & Dissemination of Information Proceedings of the Lilian Katz Symposium (pp.181-190)*. Champaign, IL: Early Childhood and Parenting Collaborative.

Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research*. 49(2), 222-251.

Cummins, J. (1981). *Bilingualism and minority language children*. Ontario; Ontario Institute for Studies in Education.

Cummins, J. (1984). Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (Ed), *Language Proficiency and Academic Achievement*. Clavedon, UK: Multilingual Matters. Retrieved from <http://files.eric.ed.gov/fulltext/ED240882.pdf>

de Jong, E. (2014). Program design and two-way immersion programs. In S. Björklund & D. J. Tedick (Eds.), *Journal of Immersion and Content-Based Language Education*, 2(2), 241-256.

Ellis, R., (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly*, 40(1), 83-107.

Fortune, T. W. (2000). Immersion Teaching Strategies Observation Checklist. *ACIE Newsletter*. Retrieved from <http://www.carla.umn.edu/immersion/acie/vol4/nov2000.pdf>

Fortune, T. W., & Tedick, D. J. (2015). Oral proficiency Assessment of English-Proficient K-8 Spanish Immersion Students. *The Modern Language Journal*. 99(4), 637-655.

Fortune, T. W., Tedick, D. J., & Walker, C. (2008). Integrated Language and Content Teaching: Insights from the Immersion Classroom. In T. W. Fortune & D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 71-96). Clevedon, UK: Multilingual Matters.

Gibbons, P. (2003). Mediating Language Learning: Teacher Interactions with ESL Students in a Content-Based classroom. *TESOL Quarterly*, 37(2), 247–273. <http://doi.org/10.2307/3588504>

Hamayan, Genesee, & Cloud (2013). *Dual Language Instruction from A to Z*. Portsmouth, NH; Heinemann.

Lindholm-Leary, K. (2005). Review of Research and Best Practices on Effective Features of Dual Language Education Programs. DRAFT. Retrieved from http://www.lindholm-leary.com/resources/review_research.pdf

Lindholm-Leary, K. (2007, July). *Current Research on Dual Language Programs*. Presented at the Texas Dual Language Conference for Administrators, San Antonio, Texas.



references

- Lindholm-Leary, K., & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous language immersion education. In S. Björklund & D. J. Tedick (Eds.), *Journal of Immersion and Content-Based Language Education* 2:2, 165-180.
- Lyster, R. (2007). *Learning and Teaching Languages Through Content: A counterbalanced approach*. Philadelphia: John Benjamins Publishing Company.
- Lyster, R., & Mori, H. (2006). Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition* 28(2), 269-300.
- Lyster, R., & Mori, H. (2008). Instructional Counterbalance in Immersion Pedagogy. In T. W. Fortune & D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 71-96). Clevedon, UK: Multilingual Matters.
- Lyster, R., Quiroga, J., & Ballinger, S. (2013). The effects of biliteracy instruction on morphological awareness. In S. Björklund & D. J. Tedick (Eds.), *Journal of Immersion and Content-Based Language Education* 1(2), 169–197. doi: 10.1075/jicb.1.2.02lys
- Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition* 32 (2), 265-302.
- Lyster, R., & Tedick, D. (2014). Research perspectives on immersion pedagogy: Looking back and looking forward. In S. Björklund & D. J. Tedick (Eds.), *Journal of Immersion and Content-Based Language Education* 2(2), 210-222.
- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp.107-123). New York, NY: Springer.
- Palmer, D., Ballinger, S., & Peter, L. (2014). Classroom interaction in one-way, two-way, and indigenous immersion contexts. In S. Björklund & D. J. Tedick (Eds.), *Journal of Immersion and Content-Based Language Education*, 2(2), 225-240.
- Paradis, J., Genesee, F., & Crago, M. (2011). *Dual language development and disorders: A Handbook on Bilingualism & Second Language Learning*. Baltimore, London, Sydney: Paul H. Brookes Publishing.
- Punchard, I. (2002). Improving Immersion Student Oral Proficiency by Fostering the Use of Extended Discourse. ACIE, *The Bridge from Research to Practice*.
- Stedman, L. C. (1987). It's time we changed the effective schools formula. *Phi Delta Kappan*, 69, 215-24.
- Swain, M., & Watanabe, Y. (2013). Languaging: Collaborative Dialogue as a Source of Second Language Learning. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd. doi: 10.1002/9781405198431
- Tedick, D. J., & Fortune, T. W. (2012). Dual language and immersion education challenges. Presentation. University of Minnesota.
- Wong-Fillmore, L. (2004). The Role of Language in Academic Development. Brief retrieved from https://www.scoe.org/docs/ah/AH_language.pdf

