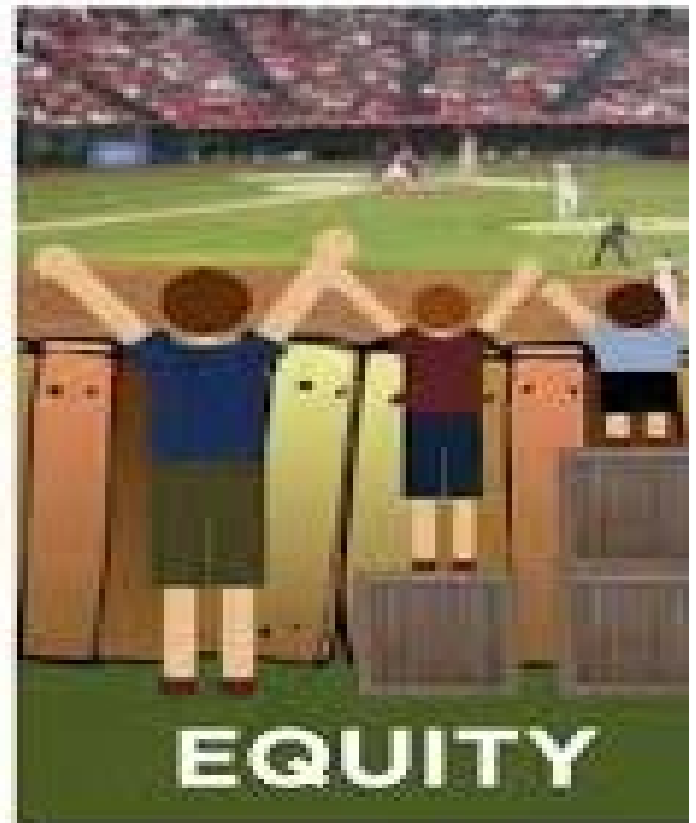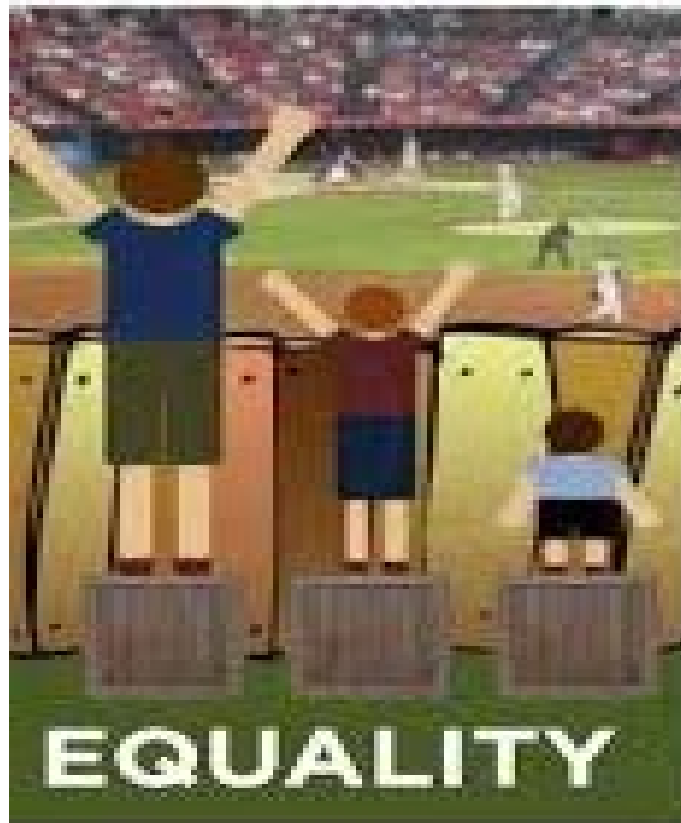Language Learners: Differentiating

the words and the world with biliterate

and bicultural eyes
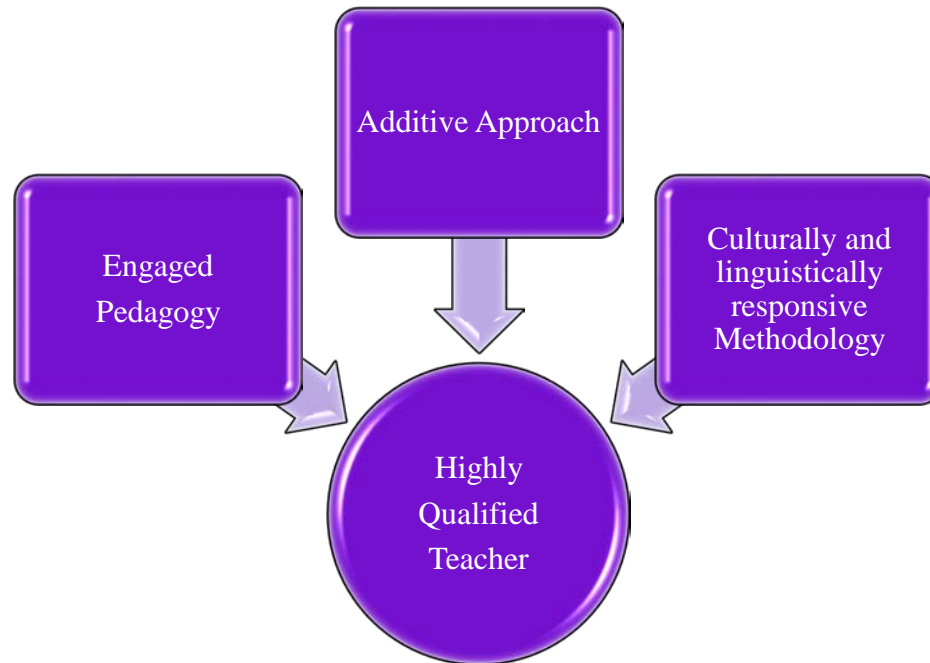
Fernando Rodríguez-Valls, Ph.D.
Associate Professor
March 2, 2016

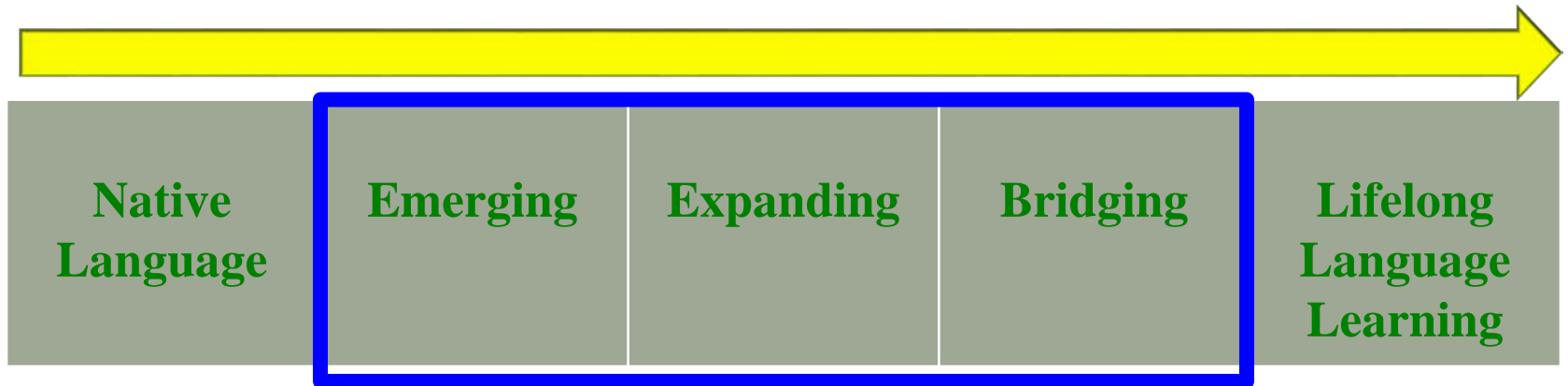# Equality vs. Equity

Highly qualified teachers

- Language Learner students are entitled to Language programs with sufficient resources to ensure the **programs are effectively implemented, including highly qualified teachers,** support staff, and appropriate instructional materials.

Additive Approach

Engaged Pedagogy

Culturally and linguistically responsive Methodology

Highly Qualified Teacher

Proficiency Level Descriptors- PLDs

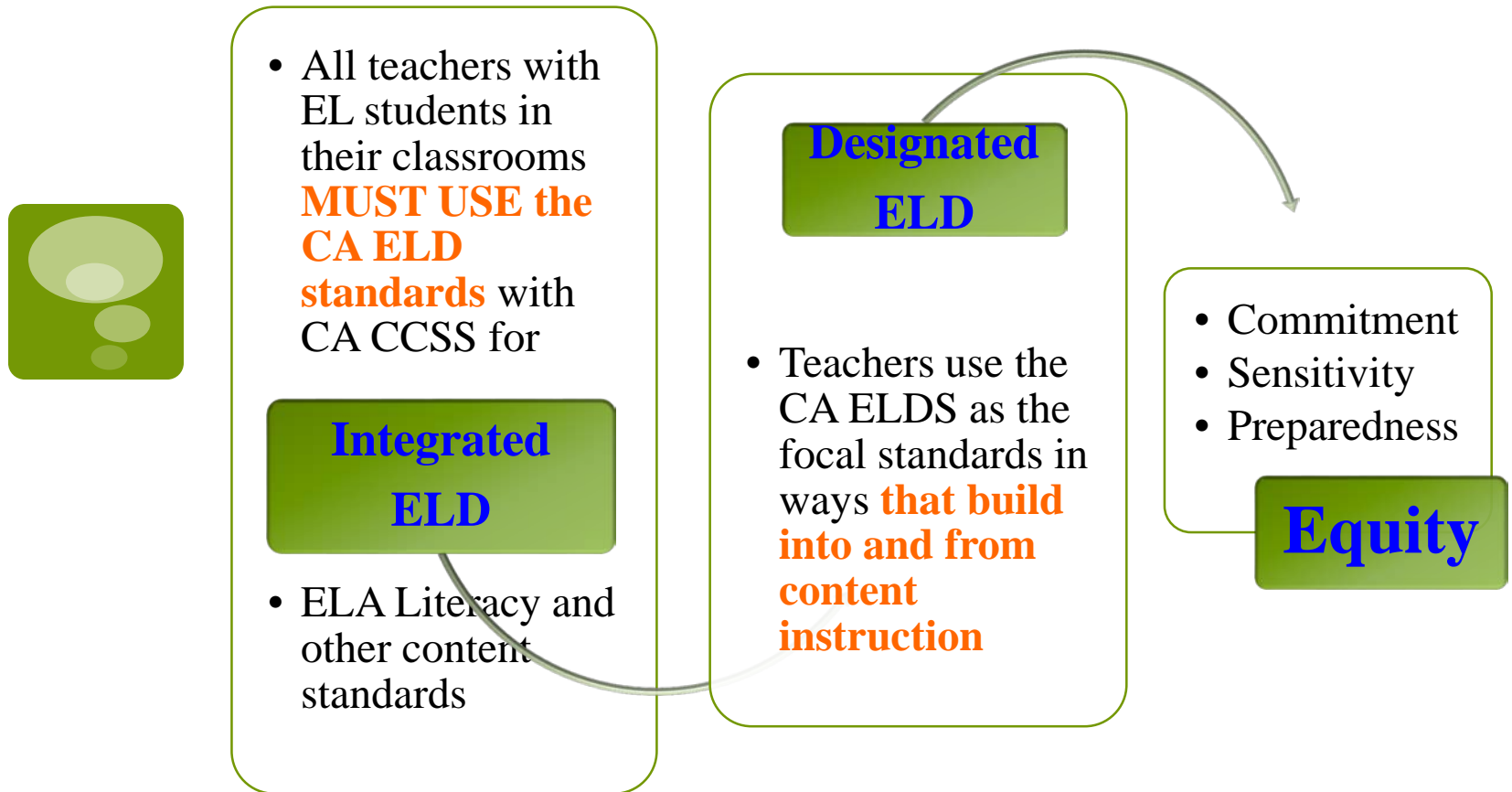| Native Language	Emerging	Expanding	Bridging	Lifelong Language Learning

Native Language:
Students come to school with a wide range of home language resources to be tapped.

Lifelong Language Learning:

Students who reach proficiency in English must continue to build breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

Integrated ELD and Designated ELD

- All teachers with EL students in their classrooms **MUST USE the CA ELD standards** with CA CCSS for

Integrated ELD

- ELA Literacy and other content standards

Designated ELD

- Teachers use the CA ELDS as the focal standards in ways **that build into and from content instruction**

- Commitment
- Sensitivity
- Preparedness

Equity

Integrated Language Development:
Promoting Collaborative Discussions about Content

- **PEERS** –**P**rompts, **E**valuates, **E**xpands, and **R**epeats – sequence.

- **CROWD-** How to prompt-

- **C**ompletion- Oral and written Cloze; Sentence Frames

- **R**ecall-

- **O**pen-ended,

- **W**h- questions

- **D**istancing – bridging the text and the real world

Integrated Language Development:
Supporting Academic Writing and Speaking

- Begin with concrete, real life examples

- Janus was the Roman God of Doors and entrances, always depicted with two faces, each looking in opposite directions.

- "An effective curriculum from Language Leaners also looks in two directions: at what the students being in terms of prior learning, experience, understanding, and skills, and at the curriculum outcomes and standards that are your focus." (Gibbons, 2009)

- Show how story is designed into predictable stages
 orientation-complication-resolution

Designated Language Development:
Key Features

Feature	Praxis
Intellectual Quality	High Challenge-High Support
Academic Language Focus	I am articulate
Extended Language Instruction	https://www.flocabulary.com
Focus on Meaning	CALs
Planned and Sequenced	Assessments **for** learning Assessments **as** learning
Scaffolding	ZPD
Corrective Feedback	Culturally and Linguistically Responsive Classrooms

Equality vs. Equity
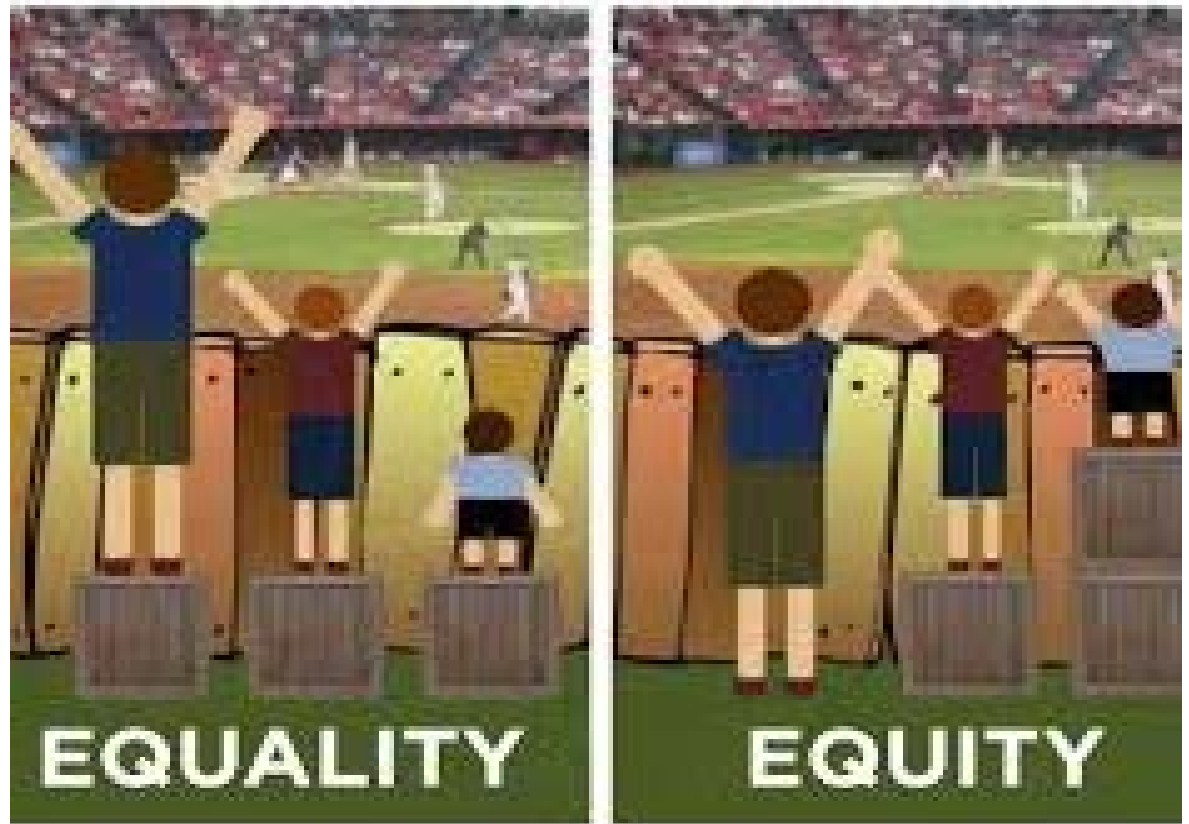
And now…

"Don't forget that school is a unique place where every teacher is a language teacher and every student is a language learner."

- Margo Gottlieb in Education Week Teacher

Resources

Books

- Au, W. (2014). *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice.* Milwaukee, WI: Rethinking Schools.

- Gibbons, P. (2014) Scaffolding language, scaffolding learning: Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, NH: Heinemann.

- Vazquez, V. M. & Branigan Felderman, C. (2012). *Technology and Critical Literacy in Early Childhood.* New York, NY: Routledge.

Websites

http://www.tolerance.org

https://www.flocabulary.com

http://www.getty.edu/education/teachers/classroom_resources/curricula/index.html

http://www.suso33.com/index.php?sc=video&id=1&lang=en

Thank you

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