Language Learners: Differentiating
the words and the world with biliterate
and bicultural eyes

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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.
### Native Language

**Native Language:**

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

### Lifelong Language Learning

**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.

<table>
<thead>
<tr>
<th>Native Language</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
<th>Lifelong Language Learning</th>
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</thead>
<tbody>
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Integrated ELD and Designated ELD

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

Equity
- Commitment
- Sensitivity
- Preparedness
Integrated Language Development:
Promoting Collaborative Discussions about Content

- **PEERS** – Prompts, Evaluates, Expands, and Repeats – sequence.
- **CROWD** - How to prompt-
- **Completion** - Oral and written Cloze; Sentence Frames
- **Recall** -
- **Open-ended**,
- **Wh** - questions
- **Distancing** – 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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Praxis</th>
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<tbody>
<tr>
<td>Intellectual Quality</td>
<td>High Challenge-High Support</td>
</tr>
<tr>
<td>Academic Language Focus</td>
<td>I am articulate</td>
</tr>
<tr>
<td>Extended Language Instruction</td>
<td><a href="https://www.flocabulary.com">https://www.flocabulary.com</a></td>
</tr>
<tr>
<td>Focus on Meaning</td>
<td>CALs</td>
</tr>
<tr>
<td>Planned and Sequenced</td>
<td>Assessments for learning Assessments as learning</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>ZPD</td>
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<tr>
<td>Corrective Feedback</td>
<td>Culturally and Linguistically Responsive Classrooms</td>
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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


Websites

- [http://www.tolerance.org](http://www.tolerance.org)
- [https://www.flocabulary.com](https://www.flocabulary.com)
Thank you

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