

# WORKING WITH BILINGUAL STUDENTS

JM Gerardo  
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# INTRODUCTION

- Please share briefly your previous experience
- Content areas you want to help with
- What questions, concerns, suggestions do you have?

# SUP / CUP (CUMMINS, 1992)

- SUP: Separate Underlying Proficiency
- Primary language development does not support development of 2<sup>o</sup> language
- **CUP: Common Underlying Proficiency**
  - Supports the development of the primary language

# BICS / CALP (CUMMINS, 1992)

- BICS: Basic Interpersonal Communicative Skills
  - Every day conversation
- **CALP: Cognitive/Academic Language Proficiency**  
language demands in school, content areas

# COMPREHENSIBLE INPUT (KRASHEN, 2003)

- **input hypothesis**
  - $i+1$
  - **Comprehensible input**
- acquisition–learning hypothesis
  - A difference between learning (conscious) and acquisition (unconscious)
- monitor hypothesis
  - Conscious awareness only helps with monitoring not spontaneous speech
- natural order hypothesis
  - acquisition occurs in a particular order (despite explicit teaching)
- **affective filter hypothesis**
  - Negative emotions may affect acquisition

# DIMENSIONS OF EQUITY

(GUTIÉRREZ, 2009, PP. 5-6)

- 4 Dimensions of Equity
  - **Access / Achievement**
  - **Identity**
    - cultural and linguistics resources, context of schooling, an “additive” experience
  - **Power**
    - voice in the classroom, math as a tool to critique society, alternative notions of knowledge, and rethinking mathematics as a human endeavor
- **Identity & Power** are often overlooked (it’s complex)
- (Gutiérrez, 2009, pp. 5-6)

# LINGUISTICALLY RESPONSIVE TEACHING

(VILLEGAS & FREEDSON-GONZALEZ, 2008, PP. 367-369)

- **Using extra-linguistic supports**
  - give a medium other than language provide access to content; visuals, graphic organizers;
- **Supplementing and modifying written text**
  - Study guides
  - question that focus student thinking,
  - definition of key vocabulary;
  - outline major concepts
  - adapt or rewrite text (but not to dumb down concepts)
  - textbooks and write notes to support understanding; highlight text for central concepts and key vocabulary;

# LINGUISTICALLY RESPONSIVE TEACHING

(VILLEGAS & FREEDSON-GONZALEZ, 2008, PP. 367-369)

- **Supplementing and modifying oral language;**
  - Minimize the use of idiomatic expressions
  - pausing more frequently and for longer periods of time than usual speech; provide outlines for lessons
  - repeating ideas and building redundancy into teaching
  - classroom routine to enable ELLs to predict what is expected from them in different situations
- **Giving clear and explicit instructions**
  - Mistake to introduce a task and assume all students especially ELLs will know how to carry it out
  - provide clear / explicit
  - write instructions / give orally
  - have students take notes and repeat instructions to teacher
  - or refer to detailed instruction to complete tasks



# LINGUISTICALLY RESPONSIVE TEACHING

(VILLEGAS & FREEDSON-GONZALEZ, 2008, PP. 367-369)

- **Facilitating and encouraging the use of students; native languages**
  - Ask bilingual students to provide formal/informal assistance to less proficient ELLs in first language
  - may be the only way for some; do not over-burden peer
  - guide the student in determine how to help ELL classmate
  - allow ELL who are literate in the native language to write the first draft in their primary language... then express those ideas into English
  - can provide supplemental material in other languages
- **Engaging ELLs in purposeful activities in which they have many opportunities to interact with others and negotiate meaning.**
  - modify their questions to how and why, as well as questions to which they do not know the answers to
  - respond to students in nonevaluative ways
  - use instructional conversations in which teacher acts as a facilitator rather than a questioner
  - allow students to use primary language with others to problem solve

# LINGUISTICALLY RESPONSIVE TEACHING

(VILLEGAS & FREEDSON-GONZALEZ, 2008, PP. 367-369)

- **Minimizing the potential for anxiety associated with being an ELL in a mainstream classroom**
  - The learner's affective state strongly influences his or her learning in general... especially that of a second language
  - harassment due to accent, errors in speech & writing
  - take active measures to prevent this
  - enforcing classroom rules can provide time before ELLs speak in class
- HENCE, "Identifying the language demands inherent in classroom tasks" (p. 367)

# INSTRUCTIONAL MODIFICATIONS FOR ENGLISH LEARNERS (GOLDENBERG, 2008, PP. 18-21)

- **Making Text in English more comprehensive by using texts with content that is familiar with students**
  - advantage to have wide-ranging schema is imp't for reading comprehension; read what they are familiar with or exposing them to content background
- **Building Vocabulary in English**
  - clear explanations
  - prior-English knowledge may factor in increased acquisition of vocabulary
  - Visual representation + explanation may help
  - explicit teaching
  - multiple exposures

# INSTRUCTIONAL MODIFICATIONS FOR ENGLISH LEARNERS (GOLDENBERG, 2008, PP. 18-21)

- **Using the Primary Language for Support**
  - review reading strategies in primary language seems to help
- **Supporting ELLs in English-Only Settings**
  - predictable & consistent classroom
  - graphic organizers; + time and opportunities
  - redundant key information;
  - assist with difficult words/passages
  - summarize/paraphrase
  - extra practice
  - interactions
  - adjust instruction (speed, vocab, etc.)
  - SIOP – Sheltered Instruction Observation Protocol

# INSTRUCTIONAL MODIFICATIONS FOR ENGLISH LEARNERS (GOLDENBERG, 2008, PP. 18-21)

- **Assessing Knowledge and Language separately**
  - assess in a way that language and content are decoupled
  - one study suggests simplifying test but not the content is effective
- **Effects of ‘Culturally Accommodated Instruction’ Are Uncertain (?)**
  - little evidence to support this;
  - improve engagement and participation
  - significant but not the same as identifying a connection between cultural accommodation & student achievement
  - HYPOTHESIS plausible and perhaps future research will establish such a connection
  - as of now solid content and clear instruction effective
  - connected to classroom / level of engagement possible but no direct correlation with student achievement
  - (don’t ignore just understand there is no causal relationship established... yet.)

# INSTRUCTIONAL MODIFICATIONS FOR ENGLISH LEARNERS (GOLDENBERG, 2008, PP. 18-21)

- **Promoting Productive Interaction among ELLs and English Speakers**
  - EO & ELLs paired so they can communicate meaningfully;
  - instructionally meaningful tasks to participate at functional levels
  - simply pairing or grouping is insufficient
- **Adding Time**
  - ELLs have more to learn, more time
  - (more research needed to of effects)

# MY ADVICE

- Develop **relationships** with students
  - ***nos/otr@s* relationships** (Anzaldúa, 2000; Keating, 2000, 2005)
    - respectful, reciprocal, constantly negotiating
    - Identity, self-image, language [Even yours!!]
  - **Activate Prior Knowledge**
    - Respect & acknowledge, & incorporate
    - Zone of Proximal Development (Vygotsky, 1978)
  - **Facilitate**
    - Ask probing questions
      - open-ended question (avoid yes / no as students' answers)

# ORGANIZATIONS & LINKS

- ELL Advocates
  - <http://www.elladvocates.org>
- NABE
  - <http://www.nabe.org>
- Center for Equity for English Learners (Loyola Marymount University)
  - <http://soe.lmu.edu/centers/ceel/>
- Jamal Abedi (assessment & ELLs)
  - <http://education.ucdavis.edu/faculty-profile/jamal-abedi>
- Culturally Relevant Pedagogy
  - <http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>
  - Gloria Ladson-Billings
- Culturally Responsive Linguistic Teaching
  - Lucas & Villegas (2008)



# PROGRESSIVE ORGANIZATIONS

- Social Justice Professional Organizations:
- “Local”
  - <http://www.teachersforjustice.org>
  - <http://www.edliberation.org>
  - <http://www.ensj.org>
  - <http://literacyforsocialjustice.com>
- “National”
  - <http://www.razaeducators.org>
  - <http://t4sj.org>
  - <http://www.nycore.org/>
- MATH:
  - <http://www.radicalmath.org>
  - <http://www.creatingbalanceconference.org>

# MORE MATHEMATICS REFERENCES

- TODOS
  - <http://www.todos-math.org>
- CEMELA
  - <http://math.arizona.edu/~cemela/english/index.php>
- Good resource for working with bilingual students:
  - <http://www.nctm.org/catalog/product.aspx?ID=14118>
- Ethnomathematics
  - <http://homepages.rpi.edu/~eglash/eglash.htm>

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# CONTACT INFORMATION

- Juan M. Gerardo
  - Graduate student @ Illinois
- NOYCE ILLINOIS
  - <http://changethegame.education.illinois.edu>
- email:
  - gerardo1@illinois.edu or [mrg@mrg9605.com](mailto:mrg@mrg9605.com)
  - cell #: 312-566-8702