

# Strengthening Equity and Excellence for Emerging Bilinguals (EBs)

Research ↔ Practice

# Cambio de Colores

## 2018 Education Plenary

Kim Song (University of Missouri-St. Louis)

Lisa Dorner (University of Missouri-Columbia)

# Goals (and Terms) for this Presentation

Equity

Excellence

English Learners

Emerging Bilinguals

... and what EDUCATORS need to understand and do

to form a community that serves linguistically, racially, and culturally diverse learners

Equality

doesn't mean

Equity

# Presentation Agenda

1. **Prelude:** A Journey of Kim and Lisa
2. **From Research to Practice and Practice to Research:** Our Work in Missouri
3. **Recommended Pillars for Equity & Excellence:** Collaboration & Translanguaging
  - Research Questions
  - Data Sources and Methods
  - Preliminary Findings
  - Implications



# 1. A Journey for Kim & Lisa: Our Path to Equity & Excellence

# Kim's Journey to Equity & Excellence

## Kim was:

- Educated in Seoul, South Korea in 1960's and 70's, low-middle class, no color-blind racism
- Judged by which high schools and universities attended and test scores (as a teacher)
- Studied English as a Foreign Language from the 7th grade till NOW!
- Taught English as a *subject*, fixed not fluid
- Came to the US in 1980 as a graduate student of TESOL and Applied Linguistics, where journey to **EQUITY** started!

# Kim's Journey to Equity & Excellence

- Experienced honeymoon as an international student versus a Korean American in a Midwestern community
- Minority factors that generate the concept of equity that needs to be differentiated from equal opportunity:
  - Ethnicity/Race - not White, not Black
  - Other than English as a Native Language (Korean) - Accented English Speaker
  - Female
  - Aged/Mature
  - Single Mother

# Lisa's Journey to Equity & Excellence

## Lisa was:

- Educated in suburban Chicago in 1970's and 80's.
- Of a middle-class, monolingual English, “colorblind” household, that was part of “white flight” from the city
- Best childhood friends with girls from Croatia, Philippines
- Studied Spanish as a foreign language, only in high school/university
- Became a teacher of English rhetoric & composition, and English as a Second Language (in Chicago) and Foreign Language (in Japan)



# Lisa's Journey to Equity & Excellence



## Plans: Professional Development

Online Course Sharing Initiative - Tentative  
Graduate certificate (way into future!)  
Spring 2016: Language Theories & Global Issues  
Summer or Fall 2016: Building Language Skills in  
Multilingual Schools  
Summer or Fall 2016: Leadership & Organization in  
Multilingual Schools  
Fall 2016: History of Global Education



## 2. Research $\longleftrightarrow$ Practice: Equity & Excellence in Missouri

# EB Education in Missouri (and beyond)

Many TESOL educators and bilingual education researchers apply deficit perspectives to their curriculum and instruction when preparing teachers of English Learners (ELs) (Cervantes-Soon, Dorner, et al., 2017).

- Focus on English language only acquisition
- Forget about native language use and/or development
- Use labels such as “Limited English Proficient” (LEP) in state and federal policies/documents

# Dual Language Education

In Missouri (and beyond)

Explosion across the country,  
now 1000s - DE, UT, NC, CA...

DL Schools teach content *in* two languages and aim toward:

- Bilingualism/biliteracy
- High academic achievement
- Cross-culturalism

39 states use Title III funding:

- Spanish: 35 states
  - Mandarin: 13 states
  - Native American: 12 states
  - French: 7 states
-

# Dual Language Schools in Missouri



**The Missouri Seal of Biliteracy**







MISSOURI DUAL LANGUAGE NETWORK

MODLAN is a group of educators and school and community leaders who believe in multilingual education for all students because linguistically- and culturally-diverse learning opportunities are essential for success in an integrated, transnational society.



**modlan.org**

facebook.com/moduallanguage/

**“ today more than ever a world-class education requires students to be able to speak and read languages in addition to English. ”**

**- Arne Duncan, US Secretary of Education**

*The limits of my language are the limits of my world.*

*- Wittgenstein*

Research shows that Missouri parents want their kids to learn more than one language!

Languages open our minds, develop our brains, and increase job prospects!

Do you want to help Missouri ...

... develop a Seal of Biliteracy?

... provide unique language education options?

... prepare teachers for a multiingual, global society?

There were 225,122 foreign-born residents of Missouri in 2014



**a 48% increase since 2000.**

In some Missouri school districts, there are more than 60 languages spoken!

There are Dual Language pre-school and elementary programs throughout Missouri!

- 6 in St. Louis
- 2 in Columbia
- 3 in Kansas City
- 1 in Carthage



**Join our MODLAN network**  
**modlan.org/contact**

# Quality Teachers for English Learners (QTEL)

- ❖ National Professional Development grant 2011-2016
- ❖ **Main findings:**
  - We must highlight **linguistically responsive pedagogy** (Song, 2014) over culturally responsive teaching (CRT) (Ladson-Billings, 1999).
  - CRT has inadvertently shadowed the intertwined nature among language, culture, and power in ELs' content and language learning (Song, 2018; Nieto, 2002).
  - **All teachers should be both linguistically *and* culturally responsive in promoting students' content learning.**



# QTEL ➤ LCRCT Framework

	<b>Content competence</b>	<b>Content discourse competence</b>	<b>Content pedagogy competence</b>
<b>Acquire - demonstrate knowledge</b>	DEMONSTRATE teachers' understanding of students' knowledge on content curriculum	ACQUIRE critical content literacy through first and target languages, technical and natural vocab, phrases	ACQUIRE strategies such as multi-language vocabulary banks, gallery walk with literatures, translanguaging, resources
<b>Develop procedural demands</b>	DEVELOP & APPLY content concepts and procedural demands	ATTRIBUTE process of part-to-whole relationship	FACILITATE translanguaging, project-, and technology-based approaches
<b>Examine socially &amp; cross-culturally just beliefs</b>	EXPLORE EBs' funds of knowledge, and personal identity as a teacher of diverse learners	EXAMINE equitable attitude toward multilingualism and REJECT discrimination against different language use	EXAMINE and DEVELOP socially and culturally just dispositions to teach students equitably and collaboratively

# QTEL + MODLAN = New Priorities

Redefining equity, excellence, and creativity in teaching EBs and their families, including **equity** in ...

- ❖ Using home/family languages
- ❖ Designing parent/family engagement activities
  - From educating families to *families educating schools*
- ❖ Accepting cultural norms
  - Religious holy days
  - Gender expectations



## ***Strengthening Equity & Effectiveness for Teachers of English Learners***

### ***Overall Goal & Four Objectives***

Improve and equalize EL instruction and achievement across the state of Missouri by developing educators' expertise on effective instructional strategies and parent/family engagement.

1. Complete a five-year PD plan to prepare participating educators to serve ELs and their families effectively and equitably
2. Increase the number and quality of participating educators to provide equitable and effective service to ELs and families
3. Increase university faculty's knowledge and skills to prepare LCR teaching force
4. Increase EL family engagement to foster greater connection to children's education



# Team & Participants

## SEE-TEL Leaders:

- Drs. Kim Song, Sujin Kim (UMSL), Lisa Dorner (MU)
- Project Coordinator: Dawn Thieman

## Partner Districts:

- Bayless School District
- Carthage School District
- Kansas City Public Schools
- Columbia Public Schools

## Participants

- 50 Cohort Inservice Teachers
- 120 Educational Leaders and other Educators
- 5-8 Instructional Coaches
- 160 Immigrant and Refugee Families and Community Members
- 25 Teacher Education Faculty Clinical

# SEE QTEL Major Activities

## ❖ 7 UMSL TESOL Online Courses

- Revamping them based on the QTEL findings, prior research
- Leading to TESOL certification for participants

## ❖ Annual Summer Institute

- 2 Full-Day PD for Educational Leaders & Other Educators
- 3 Full-day PD for cohort teachers and instructional coaches

## ❖ 16-week **online coach training** led by Ryan Rumpf and Debra Cole

## ❖ **Research:** surveys, observations, artifacts, reflections, interviews, EBs' ACCESS scores (Quasi-Experimental Research Design)

# 3. Pillars for Equity & Excellence: Collaboration & Translanguaging

# Collaboration

# Collaboration as a KEY Asset

The SEE-TEL team works to find the strengths of each participant.

**We focus on learning from each other:**

- ❖ Diverse team members →
- ❖ EBs and their families
- ❖ Diverse school districts





# Collaboration: Research Questions

- ❖ How is research enriched by having team members from different age, race, ethnic, linguistic, family, SES backgrounds?
- ❖ How do multi-language and multi-racial families develop their family stories, collaborating with with university and school partners?
- ❖ **What do parents and children learn from each other during a family literacy project?**
- ❖ How do statewide networks support learning and collaborating for enhanced EB education?



# Learning from families at Spanish Immersion Elementary School

Professional bilingual storyteller

Workshop 1: 13 families

Workshops 2-6: 5 families  
(multiracial, multilingual)

Workshop 7: presentation to  
classmates



# Collaboration: Sample Story Generating Qs

What is the most important celebration in your culture, **your family**?

What **memories** would you like to save in a book?

What are the things you **enjoy** in [your current town]?

What story do you want your children to know?

Think about your: memories, foods, celebrations, holidays

*When brainstorming with families, consider what NOT to ask, too, and don't make assumptions about what families from a certain country "do."*

# Collaborative Writing

An example finding



# Collaboration: Listening to Kids



- Benjamin: *Rosca de Reyes* - January 6
- Luke: “Texas is like Mexico”
- Mary: family “meetings”
- Jennifer: family Thanksgiving meal
- Jake: road trips
- Antonio: *Día de los Muertos*
- Ava: new year celebration, eating 12 grapes (like the profesora told!)
- Amalia: Golden birthdays

# Translanguaging

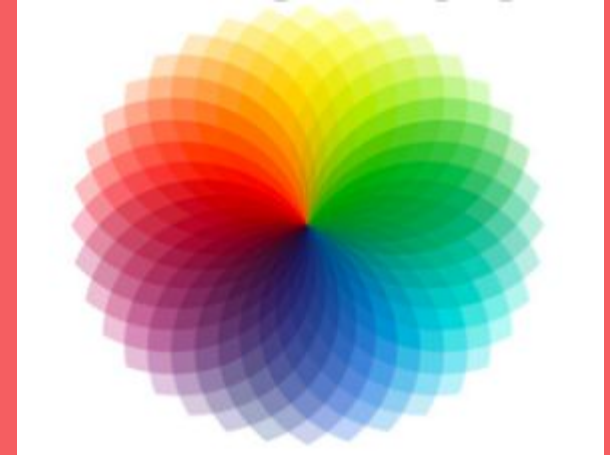
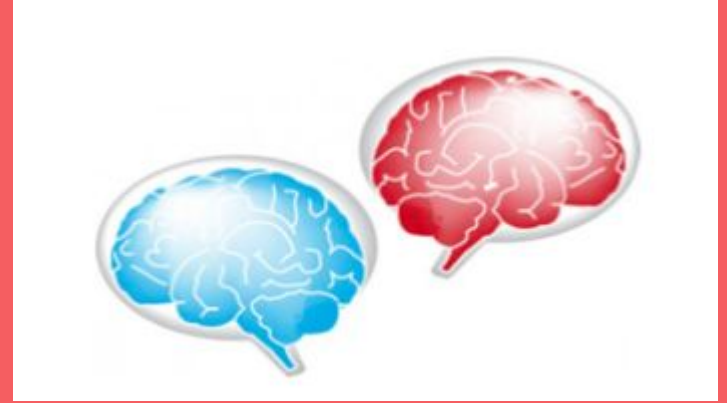
# Translanguaging as a NEW Asset

A possible question (García, 2013):

*“How can translanguaging alleviate some of the inequities that bilingual students face?”*

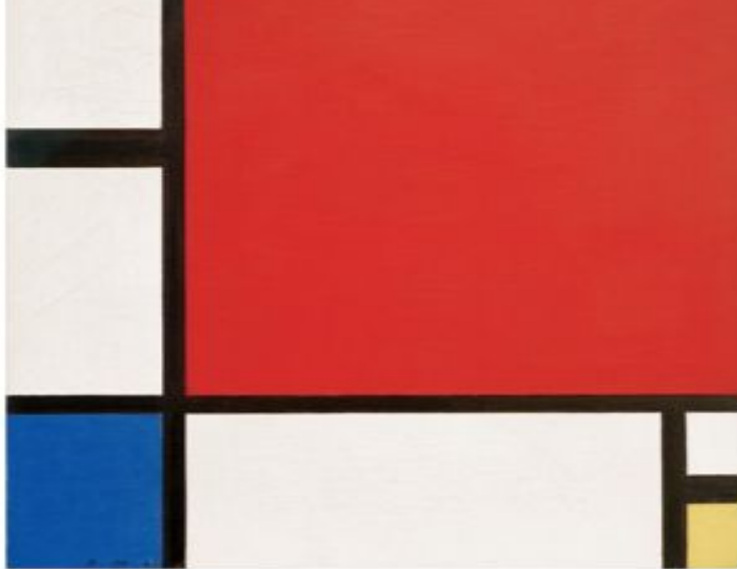
# What is translanguaging?

From a separatist to an  
integrated view of multilinguals'  
language practices





# Separatist's Language Education View VS. Translanguaging View in Linguistically Diverse Classrooms



# In language education translanguaging can start with

- Multilingual word banks
- Multilingual objectives
- Multilingual sentence starters
- Accepting written projects in L1 and English

# Translanguaging in Teacher Education

To change teachers' perspective from deficit-focused, strategy-oriented mind-sets, we asked teachers to ...

- Share perspectives on the question: "Isn't it better to teach any language solely through that language?"
- Share an understanding of "translanguaging" and any envisioned challenges to apply this framework into the classroom.
- Argue how translanguaging can disrupt the established hierarchy towards more equitable education for diverse students.

# Translanguaging in Teacher Education

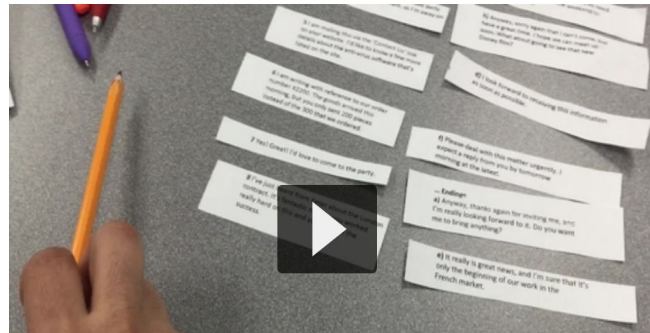


## Simulation Activity (10 points)

Sujin Kim

Feb 2 at 7:

For this week, watch the video below for a simulation activity (10 points) of "what it is like to be in an English-only classroom as a beginning English learner." While you are watching, you will see a series of prompting questions. Respond to each of those questions below. Finally, share your reflections on this simulation experience as a teacher for ELs. Then respond at least to 2 of your peers.



# Preliminary Findings: Teacher Transformation

- ❖ Use of the term “translanguaging” in all discussions
- ❖ Open to being challenged about how to apply “translanguaging” in diverse contexts
- ❖ Expanding perspectives of why and how translanguaging can create more equitable opportunities for students
- ❖ Shifting from English language development to language development that does not exclude or marginalize certain languages
- ❖ Sample VoiceThread using TL:

<https://umsl.voicethread.com/myvoice/thread/10725484>

# Translanguaging

## Challenges

Translanguaging scholarship is mostly at the conceptual level.

Challenges for application:

- Pedagogy at varying contexts
  - Resistance to the frame from monolingual teachers, leaders & policymakers
  - Development of assessment tools
-

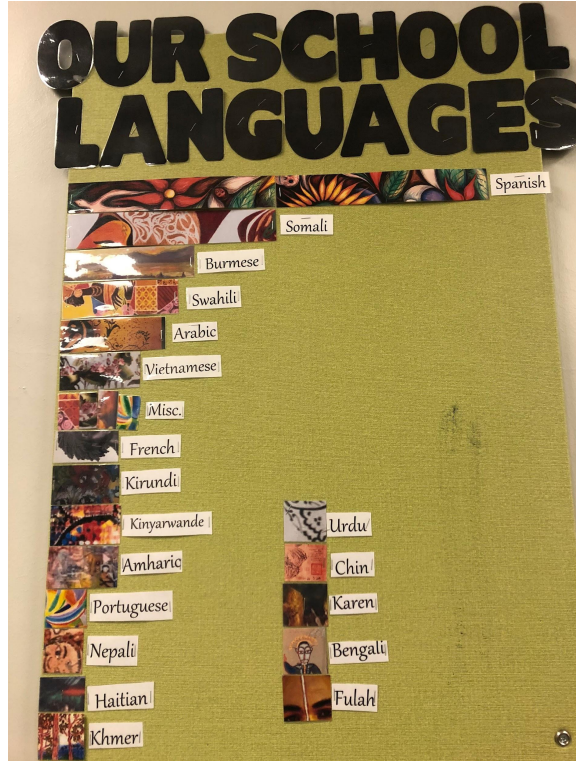
# Strengthening Equity & Excellence

*“How can translanguaging alleviate some of the inequities that bilingual students face? ...*

By making use of flexible language practices, translanguaging releases ways of speaking that are often very much controlled and silenced. When new voices are released, histories of subjugation are brought forth, building a future of equity and social justice.”

Ofelia García (2013)

# Collaboration – Translanguaging



What is YOUR perspective? How will you apply one idea from this talk into your...

- Program design
- Educational outreach
- Social services
- Evaluation and assessment



Let's ask difficult questions on equity!



**Strengthening  
Equity and  
Excellence for  
Emerging  
Bilinguals (EBs)**

[www.see-tel.org](http://www.see-tel.org)