

Linguistically Responsive Approaches in the Classroom

Mariana Pacheco & Patricia Venegas

June 17, 2017

Cambio de Colores 2017 Conference

St. Louis, Missouri

Introductions

- Share your name, grade level, years teaching
- Share a word (in any language) you associate with being a language educator?

10 minutes

Plan for Today

- Get to know each other
- Explore notion of “linguistic repertoires”
- Explore monoglossic and heteroglossic approaches
- Break
- Consider ways to implement heteroglossic approaches in classrooms
 - Emergent bilingual/ELL student profiles & lesson plans
 - Reflect on language demands
- Explore ways to be linguistically responsive
- Concluding thoughts

Our Discourse

- Bi/multilingual
- Linguistic repertoires
- Home, native, L1 language
- Second, additional, L2 language
- Linguistic responsiveness
 - Learning about ELLs
 - Identifying the language demands inherent in classroom tasks
 - Scaffolding Learning for ELLs

Create a Language Map

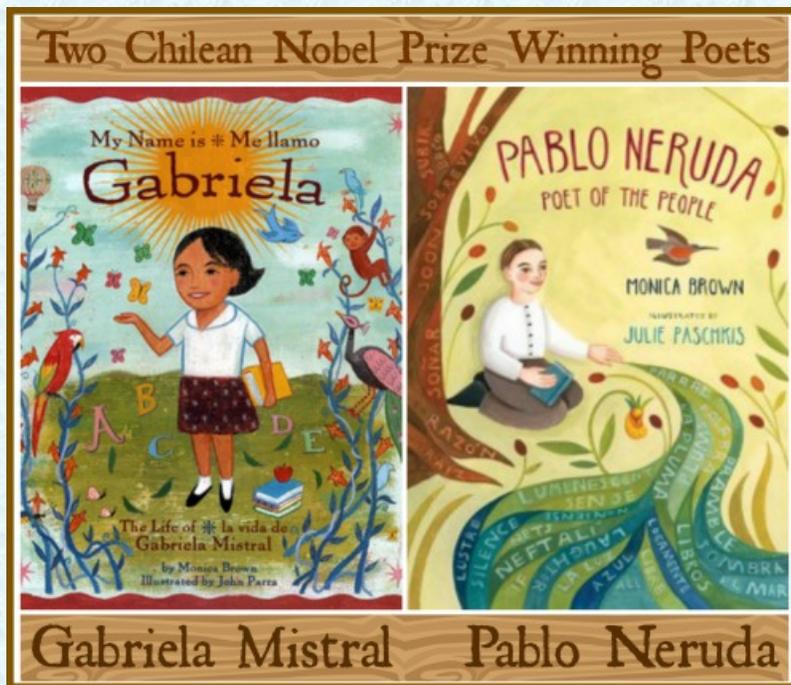
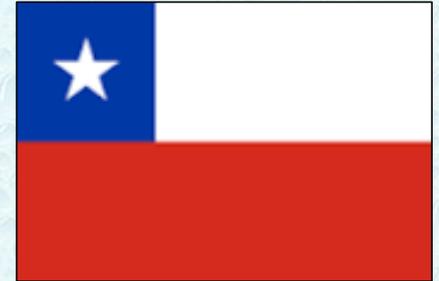
- Represent experiences, opportunities, communities that required you to *expand* your current linguistic repertoire (i.e., new/different way to talk, act, embody language)

An Example: Mariana



- Deliberate use of Spanish
- Cultural, ethnic, and linguistic pride
- Appropriating Chicano/a language practices used by those around me
 - “I needed some time, ¿me entiendes?”

An Example: Patricia



- From an early age loved poetry, memorizing poems and reciting them in front of an audience and participating in a theatre group from 5th-12th grade.
- Deliberate use of Spanish with family and friends around Madison.
- Cultural, ethnic, and linguistic pride in being “Chilena.”

Create a Language Map

- Represent experiences, opportunities, communities that required you to expand your current linguistic repertoire (i.e., new/different way to talk, act, embody language)
- Questions?

10 minutes

Small Groups: Share Maps

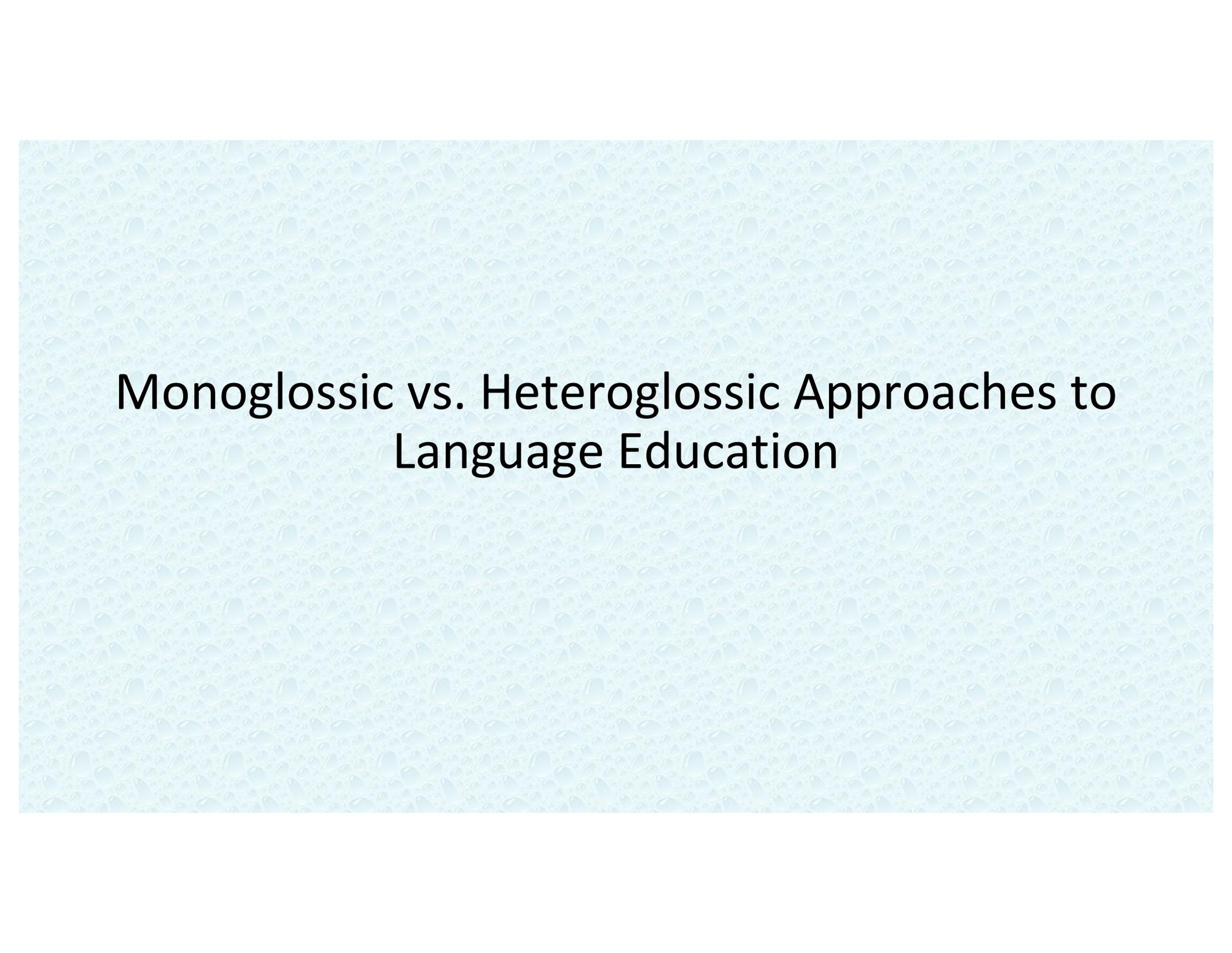
- Share your maps briefly.
- Choose one map to share with the large group.
- What questions emerge in your small groups, if any?

- Share-out: As you're listening, be thinking about the different varieties, discourses, registers, and styles individuals have acquired across contexts and across their lives.

10 minutes

Take-aways: Linguistic Repertoires

- We all have linguistic repertoires (monolinguals, bilinguals, trilinguals, etc.)
- We acquire linguistic repertoires through our participation in different contexts (e.g., families, clubs, social groups, etc.)
 - In & out of school
- Some **aspects** of our linguistic repertoire are privileged & valued--OR ignored & suppressed—in different contexts



Monoglossic vs. Heteroglossic Approaches to Language Education

Monoglossic Approaches (García, 2009)

- “Monoglossic beliefs and practices...view the multiple languages of bilinguals in isolation from each other” (p. 220)
 - Languages are separate, unidirectional, & standardized
 - Informed by a lack of understanding about what it means to be bi/multilingual
 - Assume confusion, multiple languages don't fit in the head, language interference, etc.

Examples

- Policies
 - E.g., English-only [Prop 203, 227]; language separation
- Programs
 - E.g., English as the outcome of language education; producing academic work in one language, subtractive & additive approaches
- Practices
 - E.g., assessment in English, ignoring/discounting what students know in home languages, making assumptions about what students know and do based on monolingual view (e.g., assuming reading difficulties are due to cognitive processing rather than an understanding of how bilinguals read)

Consequences of Monolingual Approaches

- Marginalize and silence some students in classrooms and schools
- Limit sensemaking and learning opportunities
- Limit access to experiential and cultural knowledge
- Reproduce monolingualism and monolingual biases and ideologies
- Legitimize experiences and knowledge of monolingual students

- Questions?

Heteroglossic Approaches (García, 2009)

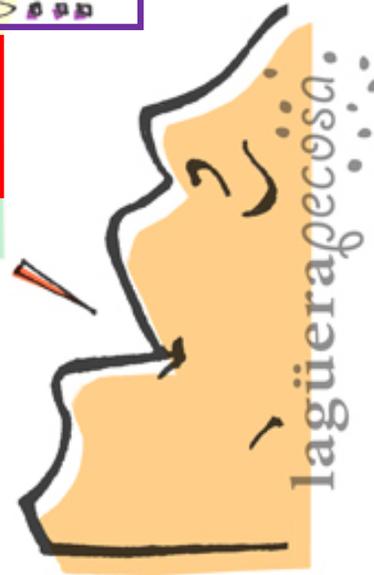
- “Heteroglossic linguistic practices and beliefs, or the realization of multiple co-existing norms which characterize bilingual speech, or bilinguals’ translanguaging” (p. 117)
 - “Support the development of bilingualism while recognizing that many children come from homes and communities that have some familiarity with bilingualism” (p. 127)
- “Heteroglossic beliefs and practices... view the multiple languages of bilinguals as multiple and co-existing... Bilingual education policies... [are] responding to local interests, ideologies, and contexts” (p. 246)
- What bilinguals do in the real world...

HAY QUE PAGAR LOS BILES...

COLOCA LA POT EN LA
STOVE... QUIERO VER UNA
MOVIE... VOY A MOPEAR
EN LA KITCHEN...

TODAVIA ESTÁ FRIZADO...

LEAVE THE PLATE AHÍ
EN LA MESA...



- Let's pay the bills [*biles*].
- Put the pot on the [*en la*] stove.
- It's still frozen [*frizado*].

Examples

- Policies
 - E.g., Seal of Biliteracy, Bilingual-bicultural Statute (WI), Proposition 58 (CA)
- Programs
 - E.g., dynamic approaches to languages, Dual Language Immersion & Developmental Bilingual programs, promotion of multilingualism
- Practices
 - E.g., translanguaging, **writing bilingually**, employing all language varieties in classroom, challenging notions of 'standard' or 'correct' language

* Monoglossic:
single words
inserted in the
context of a
text so that
languages are
still distinct
(though
bilinguals do
this, too)



QUINCEAÑERA

Many years ago, as I passed by a church, I happened to see a *quinceañera* celebration—a girl was celebrating her fifteenth birthday. She made a grand entrance in a low-rider car that pulled up very s l o o o o w l y. She really took her time fixing her hair while all of her fourteen attendants and their escorts waited to enter the church for a special mass. I was amazed that the girls' dresses were hot pink, instead of the usual pale colors worn for a *quinceañera*.

I didn't have a *quinceañera*, even though my parents offered to give me one. It's very expensive to throw such a big party, and I didn't want them to go into debt. But I put myself in this painting as one of the people watching. I'm the little girl in the red skirt at the top of the steps.

QUINCEAÑERA

Hace muchos años, mientras pasaba en frente de una iglesia, vi por casualidad que se celebraba una quinceañera—una muchacha cumplía los quince años. Llegó en un *low-rider* bajito que se movía muy des...pa...ci...to. La muchacha se tardaba en arreglarse el pelo, mientras sus catorce damas y sus chambelanes esperaban para entrar a la iglesia, donde se celebraría una misa muy especial. Me sorprendió que los vestidos de las damas fueran de un color rosa brillante, en vez de ser de colores pálidos, como de costumbre.

A mí no me celebraron una quinceañera al cumplir los quince años. Mis padres me ofrecieron una, pero yo les dije que no. Cuesta mucho montar una fiesta así de grande y yo no quise que ellos gastaran tanto. Pero me incluí a mí misma en este cuadro como si hubiera estado observando la escena. Soy la niña de la falda roja y me puedes ver en el escalón más alto.

26



* Heteroglossic: phrases, expressions, sentences used throughout a text to reflect (1) how bilinguals speak in the real world and (2) fully express particular ideas and emotions

“The Gringo, locked into the fiction of white superiority, seized complete political power, stripping Indians and Mexicans of their land while their feet were still rooted in it. *Con el destierro y el exilio fuimos desuñados, destroncados, destripados*—we were jerked out by the roots, truncated, disemboweled, dispossessed, and separated from our identity and our history.”

❖ Gloria Anzaldúa (1987)

Consequences of Heteroglossic Approaches

- Privilege bi/multilingual students in classrooms and schools
- Enhance sense making and learning opportunities
- Provide opportunities to share experiential and cultural knowledge
- Promote bi/multilingualism to challenge dominant monolingualism
- Democratize the experiences and knowledges we value
- For example...

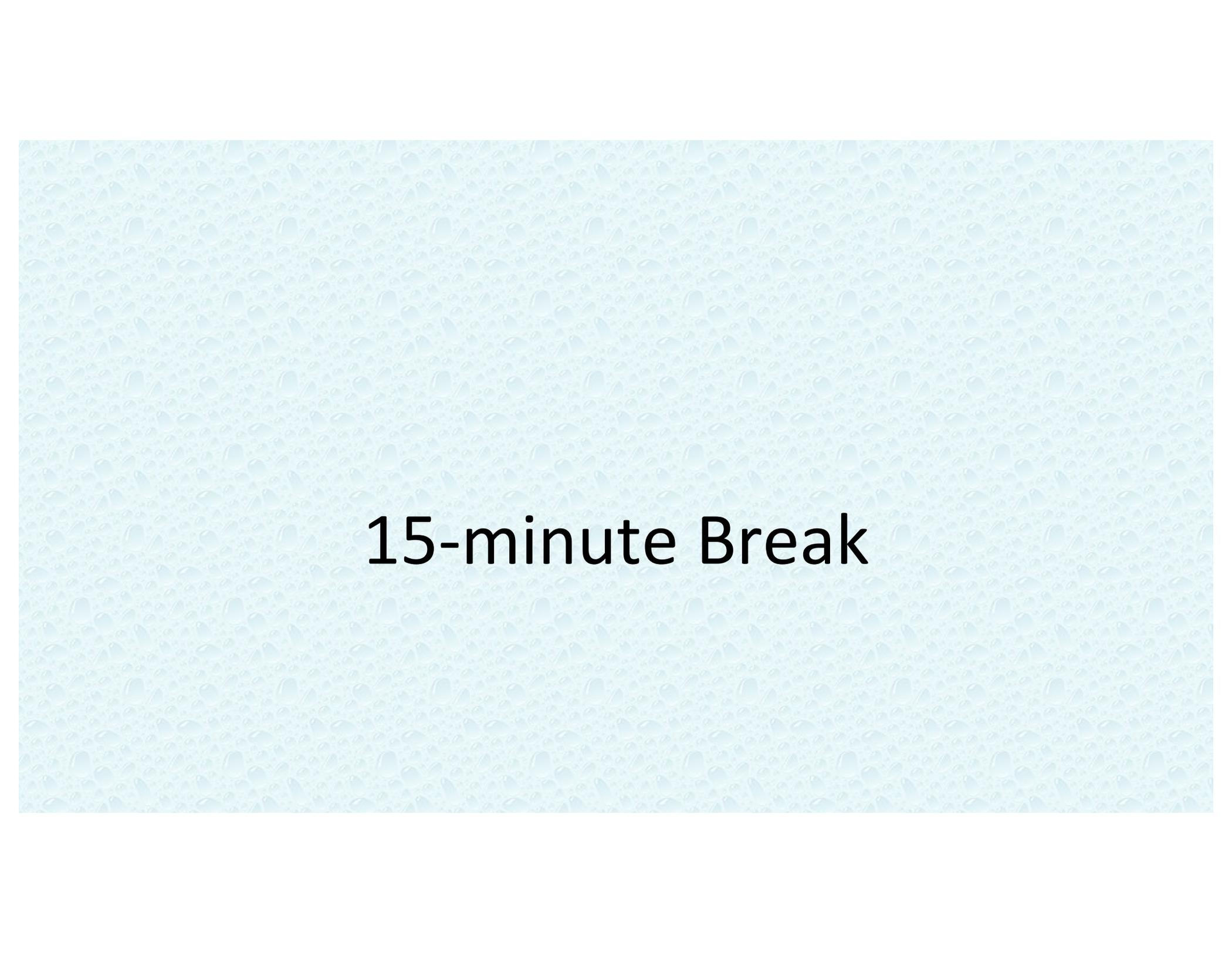
Connections:

- Given what people shared when Language Maps were discussed, how did their experiences and participation in different contexts intersect with **monoglossic vs. heteroglossic views and approaches?**
- Note: Monoglossic vs. heteroglossic biases & approaches are not static and don't fully capture how languages function in real world, including classrooms and schools.

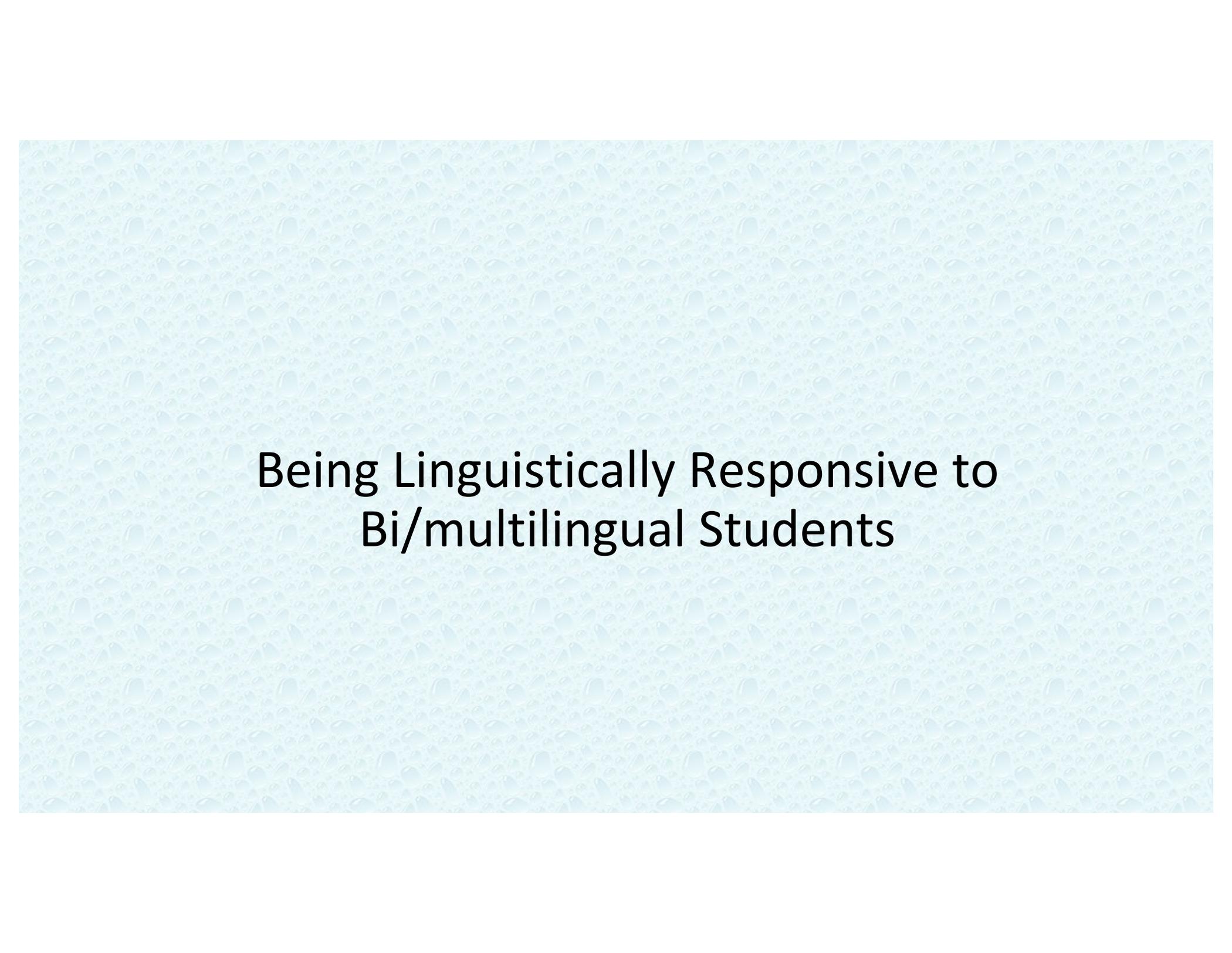
Language is intimately linked to identity;
language hurts.

“So, if you want to really hurt me, talk bad about my language. Ethnic identity is twin skin to linguistic identity—I am my language.”

(Anzaldúa, 1987)



15-minute Break



Being Linguistically Responsive to Bi/multilingual Students

Student Profiles

- Create groups based on student profiles (5)
- In small groups, read the profile and consider the following:
 - How might you describe this student's **linguistic repertoire**? How is s/he using language across activities, technologies, settings, people, and contexts?
 - How might a **heteroglossic** view and approach respond to this students' linguistic repertoire? (10 m)
- Share-out: As you're listening, be thinking about these students' ability to use language, even if it doesn't reflect the valued ways of using language in school. Consider spaces available in your curriculum to leverage their unique linguistic repertoires.

Lesson Plans: Being Linguistically Responsive

- Read the lesson plan.
 - Given your student profile, how might you be linguistically responsive if you were going to implement this lesson in your classroom?
 - Can you find specific concepts, activities, and tasks that you could modify to build on the linguistic repertoire of your student?
- Share-out: As you're listening, consider the connection between what these students know about and are able to do with language that you could leverage in the classroom. Consider how their competencies challenge traditional and dominant notions of what it means to be a learner in classrooms.

Reflect on Our Scaffolding of this Activity

- Define key terms and concepts
- Individual profiles with text
- Some highlighted profiles
- Nonverbal communication
- Powerpoint & hard copies of instructions, questions, etc.
- Work in small groups
- Other: we might have created a group of same-language peers...

Zooming In: Language Demands

- What are the language demands of the curriculum?
 - Looking through the “lens” of language
 - Looking *at* language rather than *through* language
 - Receptive (listening and reading)
 - Productive (speaking and writing)
- What do children currently know about language, and what are their language-learning needs?

Mainstream teachers...

“Must identify aspects of the language inherent in those tasks that are likely to pose the greatest challenge to the students. This involves identifying the **key vocabulary** that students must understand to have access to curriculum content, understanding the **semantic and syntactic complexity** of the language used in written instructional materials, and knowing **the ways in which students are expected to use language** to complete each learning task.”

Source: Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-373.

Task 1: **Interview** key people about a community issue from their perspective (3rd grade)

Language demands:

- Productive: Formulate questions for interview, ask the interviewee questions in appropriate manner, how to begin/end interview
- Receptive: Listen to interviewee for specific information, know when to ask the next question, ensure question was answered

Task 2: Small group **discussion** (5th grade)

Language demands:

- Productive: voice disagreement politely, present opinions, use appropriate connectives for supportive arguments
- Receptive: listen to peers, connect peers' and her own statements, discern main idea

Task 3: **Write** up results of research on impact of a historical figure or event on contemporary politics, economics, or society (e.g. prohibition, eugenics) [11th-12th grade]

Language demands:

- Productive: write results, structure argument, employ appropriate genre
- Receptive: Read research, identify key ideas and details, draw conclusions

Task 1: Interview key people about a community issue from their perspective (3rd grade)

PRODUCTIVE:

- Formulate questions for interview
- Ask the interviewee questions in appropriate manner
- How to begin/end interview

RECEPTIVE:

- Receptive: Listen to interviewee for specific information, know when to ask the next question, ensure question was answered

Scaffolds:

- Review 5 Ws, how, why
- Cloze questions
- Develop questions in native language
- Perform interviewing in pairs
- Use YouTube to observe how to begin/end interview



- Visual reminders: Illustrations & diagrams of interview topics, pictures & photographs of interview topic, use YouTube to observe pauses, a checklist for questions

Task 2: Small group discussion (5th grade)

PRODUCTIVE:

- Voice disagreement politely
- Present opinions
- Use appropriate connectives for supportive arguments

RECEPTIVE:

- Listen to peers
- Connect peers' and her/his own statements
- Discern main idea



Scaffolds:

- Sentence starters: “I don’t fully agree” and “In my opinion...”
 - Key ring with connectives *first*, *second*, *third* on index cards
 - Sit next to same-language peer
-
- Visual reminders: Do I understand what’s being said? How does X statement connect to Y statement? What is her/his main idea or point?

Task 3: Write up results of research on impact of a historical figure or event on contemporary politics, economics, or society (e.g. prohibition, eugenics) [11th-12th grade]

PRODUCTIVE:

- Write results, structure argument, employ appropriate genre



RECEPTIVE:

- Read research, identify key ideas and details, draw conclusions

Scaffolds:

- Graphic organizer to structure argument and results
 - Writing sample in appropriate genre & highlight syntactic structure (“Smith argued that XX” and “According to Smith, XX”)
 - Encourage illustrations & images or oral presentation
 - Bilingual dictionaries
 - Analyze everyday argumentation
-
- Model close reading techniques (e.g., ask questions in margin, underline, etc.)
 - Modified research reports (highlighted, shortened)
 - YouTube lectures or guest speakers on particular topics and notetaking

**See also
Gibbons
(2002/2015)**

Sensory Support		Graphic Support		Interactive Support	
	Real-life objects (realia)		Charts		In pairs or partners
	Manipulatives		Number Lines		In triads or small groups
	Pictures & photographs		Tables		In whole group
	Illustrations & diagrams		Graphs		Using cooperative group structures
	Magazines & newspapers		Timelines		
	Physical activities		Graphic organizers: _____ _____ _____		Using the Internet or software programs
	Videos & films				
	Broadcasts				
	Models & figures				In the native language
	Other: _____ _____ _____		Other: _____ _____ _____		With mentors
					Other: _____ _____

<https://www.wida.us/professionaldev/educatorresources/lessonPlan-shareSpace.aspx>

Re-examine Lesson Plans

- Please identify a language demand that is embedded in the lesson.
 - Given what you know about your student, how might you scaffold this lesson to help your student (in profile) meet these language demands?
 - Receptive
 - Productive
- Share-out: As you're listening, consider the connection between what these students know about and are able to do with language that you could leverage in the classroom. Consider how their competencies challenge traditional and dominant notions of what it means to be a learner in classrooms.

Reflections

- Explored notion of “linguistic repertoires”
- Explored monoglossic and heteroglossic approaches
- Considered ways to implement heteroglossic approaches in classrooms
 - Emergent bilingual/ELL student profiles & lesson plans
 - Reflect on language demands and how to scaffold them for these students
- Explored ways to be linguistically responsive

Evaluations