TESOL and Dual Language: Building Programs to Support ELs’ Multilingualism

Peter Sayer
Ohio TESOL – Lewis Center, Ohio – November 2023
OSU Land Acknowledgement:
We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe, and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.
MULTILINGUAL LANGUAGE EDUCATION

World Languages

ACTFL

English as a Second Language

TESOL

Bilingual Education

NABE
Overview

- Dual Language Programs: What are they
- Background and growth
- DL in Ohio compared to other states
- When, why, and how to build a DL program
- How to incorporate DL elements into ESL
What is Dual Language Education?

- Definition
- Educational achievement argument: Research
- Social justice argument: Historical perspective
- Types of DL programs
What is Dual Language Education?

Definition: Dual language education is a long-term additive bilingual and cross-cultural program model that consistently uses two languages for content instruction, learning, and communication, where students develop high levels of bilingual, biliterate, academic, and cross-cultural competence.

(Soltero, 2015, p. 3)
Definition: Dual language education is a long-term additive bilingual and cross-cultural program model that consistently uses two languages for content instruction, learning, and communication, where students develop high levels of bilingual, biliterate, academic, and cross-cultural competence.

(Soltero, 2015, p. 3)
Immersion models

French Immersion Model in Canada

Structured English Immersion in Arizona

Language nest: Indigenous immersion model in New Zealand (Maori)

Dual Language Immersion Programs in US
Research finds that ELs' long-term success in school is bolstered by the development strong skills in both English and their home language. (Wright, 2017)
Why Dual Language Education?

- Strong L1 oral and literacy skills correlate with long-term academic success in English
- Dual language bilingual programs are the strongest model for supporting children to become bilingual and biliterate
Benefits of Multilingualism

There are multiple benefits to being multilingual, multiliterate, and multicultural in today’s global society. Knowing more than one language from birth, acquiring a new language through school, or learning languages later in life, can provide tangible advantages in many areas.

From delaying cognitive signs of aging, to earning college credits, and getting a better job offer, multilingualism is an asset that can benefit English learners as well as native English speakers in a variety of ways.

**COGNITIVE**
- Executive function
  - Attentional control
  - Task-switching (mental flexibility)
- May delay the onset of age-related cognitive decline and the onset of illnesses such as Alzheimer’s disease
- Increased intellectual flexibility

**EDUCATIONAL**
- Comparable or higher academic achievement of students in dual language programs as compared to students in English-only [ESL] programs
- Improved learning outcomes in various subjects
  - Bilingualism associated with increased high school graduation rates among children of immigrants
    - Leads to increased levels of creativity
    - Promotes higher levels of abstract thought and reasoning
    - Expands enhanced multilingual awareness to support the learning of languages in the future

**SOCIOCULTURAL**
- Understanding of other world cultures
- Increased empathy development
- Enhanced connections to heritage cultures
- Promotes global awareness, reduced discrimination, improved self-esteem, and stronger cross-group relationships

**ECONOMIC**
- Greater job opportunities in multiple public and private sectors
- Greater business opportunities
- Bilingualism raises occupational status and earning potential
- Language skills are in high demand for employment with the Federal Government

“Comparable or higher academic achievement of students in dual language programs as compared to students in English-only [ESL] programs”

“Improved learning outcomes in various subjects”

“Bilingualism associated with increased high school graduation rates among children of immigrants”
Bilingual Education: Historical perspective

1968: Bilingual Education Act (Title VII)
1974: Lau v. Nichols
1981: Casteñeda v. Pickard
2001: NCLB
2010: Dual Language programs emerge

Current: ESSA Title III
Bilingual Education and the Civil Rights Era

Tejano student walk out
Crystal City, Texas
December 1969
Historically Bilingual Education is a Social Justice Issue for Language Minorities

Above: Protest anti-bilingual education law in Arizona, 2002

Right: Padres Unidos protest in similar law Colorado, 2002
Dual Language Programs

- Bilingual education program: One or more content areas taught in the student’s home language
- History: Started in 1960s during Civil Rights Era – educational access and equity for Latinx students
- Transitional bilingual education: Using Spanish as a bridge to transition ELs to English (Lau Remedies)
- Dual Language Programs: More recent, a program that has at least 50% of instruction in the target/non-English language
1. Linguistic diversity is a world heritage that must be valued and protected.
2. Respect for all languages and cultures is fundamental to the process of constructing and maintaining dialogue and peace in the world.
3. All individuals learn to speak in the heart of a community that gives them life, language, culture and identity.

1996: Universal Declaration of Linguistic Rights

1999: UNESCO declares Feb. 21 International Mother Languages Day

2011: Girona Manifesto of Linguistic Rights
Language rights

UNESCO resources

- **Mother Tongue Multilingual Education**
- **Universal Declaration of Linguistic Rights** (Barcelona Declaration)
- Girona Manifesto on Linguistic Rights
- **Atlas of World’s Languages in Danger**

Dual Language Education:

- Part of U.S. history of Latinos’ struggle for educational equity during Civil Rights Era
- Part of global movement to protect language diversity and mother tongue education
Why Dual Language Education?

• Strong L1 oral and literacy skills correlate with long-term academic success in English.
• Dual language bilingual programs are the strongest model for supporting children to become bilingual and biliterate.

RESEARCH
The research: Major findings

CREDE report (2006):

• Large-scale report commissioned by DOE analyzed academic records 210,054 ELs

• Conclusion: “The use of home language for beginning-level ELLs contributes to academic development.”
The research: Major findings

National Literacy Panel on ELLs (2006):

- Home language literacy skills plus good English oral languages skills are strongly associate with good English reading comprehension skills.
- Oral proficiency and literacy in the first language is an advantage for literacy development in English.
- Home language experiences can have a positive impact on literacy achievement.
- Student with literacy skills in their home language can transfer many of these skills to English writing.
Research Supporting Dual Language

- Improved learning outcomes in various subjects
- increased high school graduation rates among children of immigrants
- Improved sense of self-efficacy
- Stronger connection to family and heritage culture
- Comparable or higher academic achievement of students in dual language programs as compared to students in English-only [ESL] programs
Arizona after ESL (SEI) replaces Bilingual Education: “Results showed large gains for third graders and dramatic deterioration in achievement for fifth, eighth, and tenth graders.” (Rolstad et al 2017)

Students assessed have been in school exclusively under Proposition 203
Research Supporting Dual Language

Thomas & Collier (2013) use reading achievement data to argue strongly in favor of dual language models.
All students (both ELLs and L1 Eng) randomly assigned to dual language immersion outperformed their peers in English reading by about 7 months in grade 5 and 9 months in grade 8.

They performed the same as grade-level peers on math and science, despite 25-100% of instruction in LOTE.

Conclusion: Consistent bilingual instruction from kindergarten gives students of all L1 backgrounds about a 1 year advantage by middle school, plus proficiency two languages.
No child left monolingual: Kim Potowski at TEDxUoflChicago
How is a Dual Language Program Organized?

A dual language program “consistently uses two languages for content instruction, learning, and communication” (Soltero, 2015)
FIGURE 2. THREE PILLARS OF DUAL LANGUAGE EDUCATION

Bilingualism & Biliteracy

Grade-Level Academic Achievement

Cross-Cultural Competence

Language

Content/Subject

Cultural Awareness

Appropriate Behavior

(Center for Applied Linguistics)
CSIA Mission Statement:

The mission of the Columbus Spanish Immersion Academy is to educate students bilingually, resulting in the development of both the English and Spanish languages. We foster the awareness and knowledge of various cultures encompassed within our English and Spanish speaking communities. Our program provides a quality education for all students to become biliterate and bilingual, able to use these skills actively in the growing global community.

Welcome

Bienvenidos! Welcome! Forest Glen School of Spanish Immersion is the only elementary language immersion magnet program in the MSD Lawrence Township. The goals of the language immersion program are:

- To develop high levels of proficiency in the first and second language;
- To prepare students for a globally-linked society through the study of Spanish language and culture;
- To develop an appreciation, understanding and respect for other languages and cultures;
- To perform at or above grade level in academic areas in both languages.

Students attending Forest Glen have the choice of two program options: One Way Immersion or Dual Immersion. The One Way Spanish Immersion Program is available in kindergarten through grade twelve, with grades one to six at Forest Glen. In Grades one, two, and three, the students’ core curriculum (Language, Arts, Math, Science, Social Studies) is taught in Spanish. In grades four, five, and six, half of the students’ instructional day is taught in Spanish and half of the day is taught in English. By the end of elementary school, students in the One Way Immersion program are able to speak, read and write in Spanish. It is amazing to hear the level of proficiency in Spanish the students have after just a few years in the One Way immersion Program!

Dual Immersion is the newest program at Forest Glen. In Dual Immersion, half of the students in the class are native Spanish speakers and half of the students are native English speakers. Instruction is provided in English for half the day and in Spanish for half the day. The students are purposely mixed in the same educational environment to provide communication and academic language development through an interactive and cross-cultural setting.

At Forest Glen, the teachers are fully proficient in the language they use for instruction, and in nearly all situations, are native speakers of that language. Besides the language component, all students are involved in rich literacy and math instruction and project based learning in an environment that provides for a variety of learning opportunities. All students also participate in a Hispanic Festival held each spring. At this festival, students share their learning about the culture of various Spanish speaking countries that they have studied.
<table>
<thead>
<tr>
<th>Basic Dual Language Program Model Types*</th>
<th>Language</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>50:50 Program Model:</strong> Literacy instruction is provided in the two program languages at all grade levels and for the duration of the program.</td>
<td>Partner language</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td></td>
<td>English</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>90:10 or 80:20 Program Model:</strong> Initial literacy instruction is provided in the partner language and continues for the duration of the program. Literacy instruction in English is introduced in Grades 2, 3, or 4 and continues alongside the partner language for the duration of the program.</td>
<td>Partner language</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td></td>
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<td>80%</td>
<td>70%</td>
<td>60%</td>
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<td></td>
<td>English</td>
<td>10%</td>
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<td>50%</td>
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</table>

*In addition to the basic models illustrated here, some programs allocate language in kindergarten as 70:30 or 60:40, with a gradual increase in time devoted to instruction in English until achieving a balance of 50:50, typically around Grade 3 or 4.

**Figure 1.** Commonly adopted approaches to allocating instructional time in the two languages used in a dual language program.

Kennedy & Medina (2017) “Practitioner Brief - Dual Language Education: Answers to Questions From the Field”
<table>
<thead>
<tr>
<th>DUAL LANGUAGE PROGRAMS</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>90/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>80%</td>
<td>10%</td>
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<tr>
<td>50/50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

“Strong”

“Balanced”
Making Dual-Language Immersion Work

This video provides an introduction to Claremont Immersion School’s dual language model and shows how teachers collaborate to provide instruction across two languages.

**Teacher:** Amanda Reynolds  |  **Grade:** 4  
**School Name:** Claremont Immersion Elementary School, Arlington, VA

“Half the students are native Spanish speakers and half are native English speakers. Students learn math and science in Spanish, social studies in English.”

**Lesson Summary**

At Claremont Immersion School in Arlington, VA, half of the students are native Spanish speakers and half are native English speakers. Students learn math and science in Spanish, Social Studies in English, and special subjects such as art and music in either language depending on grade level. They receive a double dose of language arts in both English and Spanish.

Teachers work in grade-level teams, as well as in English-Spanish homeroom teams, to manage instruction. This video featuring 4th-graders provides an overview of Claremont’s approach to dual language instruction, an introduction to how their collaborative process works, and an example of what it looks like to receive coordinated language arts lessons in two languages.
One-way or Two-way?

• One-way: All students share the same home language
• Two-way: Students from different language backgrounds mixed in same group

What are the language learning trajectories of children in a dual immersion program?
Maximize input in Spanish
Maximize opportunities for oracy & bilteracy development
Follow dual-language program %s
Scaffolding and differentiation

One-way Dual Language

Spanish language arts is taught with heavy scaffolding
Bridging takes English knowledge to new Spanish learning
Spanish Language Arts is geared towards the foreign language learner

English language arts is taught on grade-level.
Builds basic vocabulary in Spanish
One language learner group (native English-speakers who are learning Spanish) makes instruction more straightforward

Two-way Dual Language

Both language arts blocks require heavy scaffolding
Bridging needed in both directions to support both language-learning groups
Spanish Language Arts is taught on grade-level and geared towards native Spanish speakers
Both languages are taught on grade-level
Assumes students have basic vocabulary (colors, weather, body parts etc...)
Requires meeting the needs of two distinct language-learner groups with the focus on Spanish-Speakers first.
Frequently Asked Questions about Immersion Education

What Parents Want to Know About Foreign Language Immersion Programs (FLIP) — Tara M. Purtell, Center for Advanced Research on Language Acquisition, University of Minnesota and Dina J. Tordis, Department of Curriculum and Instruction, University of Minnesota

This digest answers some of the most common questions that parents and others ask about foreign language immersion education.

- What is a foreign language immersion program?
- Why should I consider enrolling my child in a foreign language immersion program?
- How will learning a foreign language in immersion help my child develop literacy skills?
- Will my child become proficient in the language?
- What can I do to support my child’s learning?

What is a foreign language immersion program?

A program that incorporates a goal of language proficiency into the curriculum, typically to achieve full or partial proficiency in the target language.

- Foreign language immersion programs are sometimes referred to as partial versus whole immersion programs. How do these terms differ?
- How does the immersion language program differ from a dual language program?
- What is the difference between immersion and dual language programs in the U.S.?

Distinguishing Characteristics of Immersion Programs

- Foreign language immersion programs are sometimes referred to as partial versus whole immersion programs, which differ in their implementation and outcomes.
- Students are primarily native English speakers learning a foreign language. How do these programs differ from dual language programs?
- Both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.
- Students are taught in the partner language almost exclusively at first, then gradually in both languages in even portions from fourth grade to twelfth grade. This is more common in one-way immersion programs.
- English and the partner language are used 50% of the time across all grade levels. This is more common in two-way immersion programs.
Educators Say More Guidance Needed For Dual Language Programs

More than a dozen Indiana schools are working to implement dual language programs. The state is helping them with funding, but some schools say what they need from the state now is more information on how to structure the programs.

Dual language immersion means students learn with two languages instead of one. These programs are popping up more frequently, in large part because lawmakers approved grant funding in 2015 to help schools get them started.

But Center for Evaluation and Education Policy researcher, Colleen Chesnut, says educators working in those programs, are worried about a lack of accountability guidelines from the state.

“They were concerned about, is this going to affect my school’s overall test scores because we have this program within our school?” Chesnut says.

Since the programs are so new, it’s hard to know what the impact will be on standardized tests, given in English. Those tests also don’t start until third grade, and most of these programs start at the kindergarten or first grade.

But overall, Chesnut says many see more dual language instruction as a great addition to their schools.

“Teachers were excited about the programs, the administrators were excited about the programs - they wanted to see these programs be successful and they were willing to put in the time and work,” Chesnut says.

Chesnut also says educators want there to be more ways for schools with dual language programs to connect and share ideas. There are 10 active public school dual language programs in the state.

FIGURE 1. DLI MODEL IN INDIANA: TWO-WAY VS. ONE-WAY IMMERSION

At least 50/50 content instruction in English and partner language

Two-Way Immersion

Native speakers of a partner language

Goals: bilingualism, biliteracy, cross-cultural competence

One-Way Immersion

Native speakers of English

classified as English learners (EL) and/or speaking in English at school
**Kindergarten Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:00 am</td>
<td>Arrival</td>
</tr>
<tr>
<td>8:00-9:30 am</td>
<td>Math</td>
</tr>
<tr>
<td>9:30-10:25 am</td>
<td>Reading</td>
</tr>
<tr>
<td>10:30-11:00 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:05-11:50 am</td>
<td>Language Arts</td>
</tr>
<tr>
<td>11:50-12:35 pm</td>
<td>Guided Reading / Literacy Centers</td>
</tr>
<tr>
<td>12:35-1:05 pm</td>
<td>Recess</td>
</tr>
<tr>
<td>1:05-1:35 pm</td>
<td>Science / Social Studies</td>
</tr>
<tr>
<td>1:40-2:25 pm</td>
<td>Rotation (PE, Art, Music)</td>
</tr>
<tr>
<td>2:30-2:45 pm</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Classroom Makeup**

- **Native Spanish Speakers**
- **Native English Speakers**
- **Speak English & Spanish**

Orientation session for parents: Two-way Dual Language group in San Antonio, Texas
One-way or Two-way?

- One-way: All students share the same home language
- Two-way: Students from different language backgrounds mixed in same group
- “Three-way”: Includes bilingual heritage speakers

What are the language learning trajectories of children in a dual immersion program?
### Key Point C

Student grouping maximizes opportunities for students to benefit from peer models.

<table>
<thead>
<tr>
<th>Minimal alignment</th>
<th>Partial alignment</th>
<th>Full alignment</th>
<th>Exemplary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students rarely have the opportunity to work cooperatively with students who have different language learner profiles (e.g., English-dominant students work together, Spanish-dominant students work together).</td>
<td>Students sometimes have the opportunity to work cooperatively with students who have different language learner profiles, but such opportunities are infrequent or lack instructional purpose.</td>
<td>Students have ample opportunities to be both language models and language learners when interacting with their peers in both academic and social situations. Teachers purposefully group students with diverse backgrounds and proficiency levels in order to promote linguistic turn-taking and reciprocal teaching and learning among peers.</td>
<td>Students have ample opportunities to be both language models and language learners when interacting with their peers in both academic and social situations. Teachers purposefully group students with diverse backgrounds and proficiency levels in order to promote linguistic turn-taking and reciprocal teaching and learning among peers. Program staff engage in outreach opportunities within and beyond the district to learn from and support other dual language programs regarding the purposeful grouping of students to promote peer learning.</td>
</tr>
</tbody>
</table>
Dual Language Education Programs:
Current State Policies and Practices

U.S. Department of Education
Office of English Language Acquisition
Burlington, WA: Dual Language program divides early language arts by L1 for initial literacy instruction.
How to Help Your Kid Learn in a Dual Language Program

Three Methods: Practicing at Home Giving Them Real World Experience Getting Involved with the Program Community Q&A

Dual language programs are increasingly popular at all education levels. To help your child succeed in a program of this type, begin by creating a fun, exciting practice routine at home. Use labels to emphasize vocabulary. Help your child with homework as often as possible. Get your child connected to the culture by enrolling them in bilingual extracurriculars. Stay in touch with their teachers and volunteer frequently, too.

Label items throughout your home. Get a cheap label-making machine or use tape and a marker. Look over your child’s vocabulary list and find those items in your home. Then, create labels for each item, showing the name in the new language. This will help your child to learn the names of items faster and can help you to learn the language, too.

- Don’t feel as if you have to label everything at once. Start with a handful of items and continue to add more labels over time.
- For example, you could place a label on food items, such as bread or chips. Household locations, such as the kitchen or bathroom, can be labeled as well.
## Dual Language Program Options

<table>
<thead>
<tr>
<th>Goal</th>
<th>Bilingualism, biliteracy, and biculturalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Model</td>
<td>Strong (90-10) or Balanced (50-50)</td>
</tr>
<tr>
<td>School</td>
<td>Strand Program or Magnet School</td>
</tr>
<tr>
<td>Program Type</td>
<td>Two-way or One-way</td>
</tr>
<tr>
<td>Language Allocation</td>
<td>Subject area, day or week, teacher, unit</td>
</tr>
<tr>
<td>Focus</td>
<td>Foreign language enrichment or heritage</td>
</tr>
<tr>
<td></td>
<td>language development and enrichment</td>
</tr>
<tr>
<td>Language Separation</td>
<td>Strict or Flexible</td>
</tr>
</tbody>
</table>
Dual Language Programs in Ohio
Language Immersion Education in the U.S.

Number of language immersion and heritage language programs per state

Ohio: 15 Dual Language Programs
2-way and 1-way
Growth of Dual Language Programs

Expansion of dual language programs in Minnesota

The state now has almost 80 dual language programs in 7 different languages.
Language Immersion Education in the U.S.
Most common language taught as an immersion language by state
Dual Language Programs in Ohio

Based on…

• Research findings +
• Growing national support +
• Demographics of ELs in Ohio…

…there is a ton of potential to build dual language programs in our state
“What if we want to implement dual language in our district?”
When Does Dual Language Work for a School?

- Demographics: Appropriate numbers of same-language ELs and heritage speakers
- Admin support: Commitment from district and building leadership
- Willingness to innovate take risks
- Capacity: Bilingual staff
- Community buy-in: Creating core support from families
DUAL LANGUAGE IMMERSION

Program organization
- Defining a vision
- Defining standards
- Organizing content areas by language
- Composition of groups + ESL Materials

Support strategies
- Parental buy-in (information sessions)
- School environment (signage)
- Extra-curricular activities

Bilingual instruction
- GLAD strategies
- Differentiation
- Bridging + biliteracy
- Oral language skills
- Assessment

Ohio TESOL 2023 Sayer | TESOL & Dual Language
Pathways to bilingualism

High level of bilingualism + Seal of Biliteracy

Secondary world language programs for heritage students

Bilingual programs @ elementary + middle

Community/heritage languages

Thomas & Collier: Bilingual education has the potential for “transforming the way human beings relate to each other across all their differences” (cited in Soltero, p. 13)
“We can’t do a DL program, but we want to incorporate principles of DL into ESL”
Supporting dual language principles in ESL

• Creating a multicultural and multilingual ethos in the school that is representative of the diversity of the students
• Supporting home language literacy
• Training all staff to use sheltered and bridging pedagogical strategies
• Creating connections with families and communities (e.g. funds of knowledge home visits)
Tapping into the Funds of Knowledge of Culturally and Linguistically Diverse Students and Families

Carla Anzúñez-Jiménez, The University of Texas at Arlington
Peggy Semininger, The University of Texas at Arlington

“¡It’s called La Tamalada…! Yolanda knows how to make tamales. My dad will make the meat and my mom will make the corn stuff that goes on the husk and we set the kids on the stools around there and we give them a pile of the masa and Yolanda knows how to put the corn husk down and rub the masa and meat and wrap it. We make our own tamales….”

(Alejandra, Interview)

In the context of doing home visits and interviews as part of a research study on parents’ participation in their children’s literacy learning, conducted by the second author (Semininger, 2008), Alejandra, a single parent of four school-aged children, was given a book, Family Pictures/Retratos de mi Familia, by Mexican-American author Carmen Lomas Garza. Alejandra explicitly connected the Lomas Garza literacy text with a Mexican cultural tradition in the household: making tamales. She connected this cultural experience with the types of school literacies and texts her second-grade child, Yolanda, was engaging with in the classroom, drawing meaningfully on cultural and linguistic Funds of Knowledge present in her bilingual/bicultural household (Moll & González, 2004) to support her daughter’s literacy learning.

Introduction

Creating meaningful connections between home and school is not always an easy task, especially when parents and families speak a language other than the one spoken by the classroom teacher. The challenges become even greater when these families belong to a different culture than one’s own. Additionally, researchers have argued that a focus on assimilation and deprivation of students’ language and culture can result in notions of subtractive schooling (Valenzuela, 1999, 2005). Worth, Rodriguez, Anafi, Martínez, & Carras (2000). In contrast to such deficit models, an additive model seeks to build on students’ and family’s strengths and abilities and transforms teachers’ and schools’ ways of perceiving the families with an overall goal of increasing student achievement (Anzúñez-Jiménez & Semininger, 2014).

Figure 1. Questions that can be used to gather information about the Funds of Knowledge – A Focus on Literacy Practices

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you remember about your own schooling experiences?</td>
<td>¿Qué recuerdas de sus propias experiencias escolares?</td>
</tr>
<tr>
<td>What kind of support did you have at home when you started reading and writing?</td>
<td>¿Qué tipo de apoyo tuvo usted en su hogar cuando comenzó a escribir y a leer?</td>
</tr>
<tr>
<td>What were your strengths/weaknesses in learning in your native language?</td>
<td>¿Cuáles consideras eran sus fortalezas y debilidades al aprender en su idioma nativo?</td>
</tr>
<tr>
<td>Do you read and/or write in another language (second language)? If yes, which language?</td>
<td>¿Escribe o lee usted en algún otro lenguaje (segunda lengua)? Si la respuesta es sí, diga cuál lenguaje.</td>
</tr>
<tr>
<td>Tell me about your experiences learning to read and write in your second language.</td>
<td>Dígame de sus experiencias aprendiendo a leer y escribir en su segunda lengua.</td>
</tr>
<tr>
<td>Do you recall the moment when your child began to read and write? If yes, tell me about that moment in his/her life. If not, please explain why you think you do not remember that moment.</td>
<td>¿Recuerda usted el momento en que su niño/a empezó a leer y escribir? Si la respuesta es sí, hábelme de ese momento en su vida. Si la respuesta es no, por favor explique por qué cree usted que no recuerda dicho momento.</td>
</tr>
<tr>
<td>Describe the kinds of experiences that your child has with reading and writing at home.</td>
<td>Describa los tipos de experiencias que su niño/a tiene con la lectura y escritura en el hogar.</td>
</tr>
<tr>
<td>Do you help your child with reading and writing at home? Please explain why.</td>
<td>¿Le ayuda usted a su niño/a a leer y escribir en el hogar? Por favor explique por qué.</td>
</tr>
<tr>
<td>Please give me examples of things you do at home to help your child with schoolwork.</td>
<td>Por favor déme ejemplos de las cosas que usted hace en su hogar para ayudarle a su niño/a con cosas de la escuela.</td>
</tr>
<tr>
<td>What are some of the things you find helpful when working with your child in school tasks?</td>
<td>¿Cuáles son algunas de las cosas que encuentra usted beneficiosas cuando está trabajando con su niño/a en cosas de la escuela?</td>
</tr>
<tr>
<td>Do you prepare your own materials to help your child with reading and writing? If yes, what are these and are any of these materials or ideas especially helpful? If not, please explain what you use.</td>
<td>Prepara usted sus propios materiales para ayudarle a su niño/a con la lectura y escritura? Si es así, ¿cuáles materiales son estos y de qué manera le son útiles estos?</td>
</tr>
</tbody>
</table>
Bilingual prayer book: An example of community literacy practices (Reyes & Azuara, 2008)
Ohio Dual Language Summit 2023

The Ohio Dual Language Summit 2023 will be held on **Friday December 1, 2023** at the Ohio Union on the main campus of the Ohio State University. Registration is now open – the number of participants is limited so reserve your spot now! The Call for Proposals is also open. Please submit a proposal to share your expertise in working with emergent bilingual students with your dual language colleagues!
TESOL and Dual Language: Building Programs to Support ELs’ Multilingualism

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Ohio TESOL – Lewis Center, Ohio – November 2023