Teaching in Dual Language Programs: 
What do effective teachers know and do? 

DUAL LANGUAGE CONFERENCE 
REGION 20 
SAN ANTONIO, TEXAS 

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CELEBRATING

Dual Language Teachers
CELEBRATING TEACHERS

Good teachers make good programs. The success of dual language education is a tribute to the quality and commitment of teachers.
TEACHING IS HARD WORK.

TEACHING DUAL LANGUAGE IS EVEN HARDER!
Teaching in dual language settings is complex demanding work.

Teachers plan and deliver instruction beyond the kinds of effective practices that all good teachers use.

Teachers plan carefully for both language AND content learning.
CELEBRATING TEACHERS

Teachers have to make abstract content accessible.

Teachers provide instruction, while at the same time they monitor carefully student comprehension, content attainment, and language growth.
And if all that weren’t enough …

Teachers by day, but by night …

Parents, sons and daughters, cousins, aunts and uncles in the real world, but in our schools we’re also …
Meeting the Challenge: Language, Literacy and Academics in Dual Language
Students need to use literacy as a tool to acquire, enhance, and display their learning.

Literacy is critical to success in an academically rigorous curriculum.
The Common Core: Language, Literacy, and Academics
1. Oral language and literacy development

2. Research on the transfer of literacy

- Simultaneous vs. sequential literacy?
- In which language do we teach each of the skills and strategies?
Literacy and Academics

- Academics in the primary grades
- Concept development in later grades

- describe the characteristics of sounds and vibrations, including how sounds are produced, received and used.
- describe the relationship between fractions and decimals
- Identify situations that are represented by negative numbers.
- explain how early European and African cultures influenced colonial lifestyles.
LITERACY CHALLENGES

- **Time**

- **Developing literacy in L2**
  - For English speakers in two-way programs
  - Using L1 research and practices

- **Materials**
  - Buy or make? How do you decide?
  - Materials in translation vs. authentic materials
  - Matching materials to standards and curriculum
Who are our students?
Student Diversity

- Range of academic proficiencies and English proficiency
- L3 students
- Cultural diversity
- Exceptionality
SERVING ALL STUDENTS

- Student recruitment and retention
- Language haves and have nots—racial and ethnic populations in dual language programs
SERVING ALL STUDENTS

• What we know
• What we think we know
• What we wish we knew
High Leverage Instructional Practices
Exploring Some Core Instructional Strategies

- Input
- Checking for Comprehension
- Output/Interaction
- Engagement
COMPREHENSIBLE INPUT
Making language understandable
1. Visual cues

- Matching sound with meaning (visuals, modeling)
- Body language/gestures
- Hands-on experiences
- Manipulatives
2. Context

- Stories
- Advance Organizers
- Background knowledge
Story as Comprehensible Input
3. Language

- Caregiver speech
- Repetition and predictability
- Routines
- Chants, songs, and fingerplays
- Paraphrase, Definition, Explanation
Multiple encounters with new language in meaningful contexts

• What does “multiple encounters with new language in meaningful contexts” mean?

• Why are multiple encounters important?
Check for Comprehension
Limited Response

- Visual and non-verbal feedback
- Yes/no (true/false; thumbs up/thumbs down; physical response)
- Make my sentence true; do as I say
- Either/or
- Fill in the blank

<table>
<thead>
<tr>
<th>Checking for Understanding</th>
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<tbody>
<tr>
<td><strong>Looks Like</strong></td>
</tr>
<tr>
<td>Eye contact</td>
</tr>
<tr>
<td>Leaning forward</td>
</tr>
<tr>
<td>Interested expression</td>
</tr>
<tr>
<td>Open gestures and posture.</td>
</tr>
<tr>
<td><strong>Sounds Like</strong></td>
</tr>
<tr>
<td>Explain that to me please.</td>
</tr>
<tr>
<td>Can you show me?</td>
</tr>
<tr>
<td>How do you get that answer?</td>
</tr>
<tr>
<td>Give me an example please.</td>
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Checks That Require Language

- Pair/group work
- Chalkboard splash
- Quick-writes
- 3 three’s in a row
- Role plays and simulations
- Big ideas, re-telling
Output/Interaction

- Time, practice, and fluency
- Importance of pair and group work (vs. interaction with the teacher)
- 'testing the waters'
- Getting more input through interaction
Pair and Group Work

- Meaningful
- Purposeful
- Real-life
- Frequent
- Extended

- Numbered heads together
- Think pair share
- Line ups
- Bicycle chain
ENGAGEMENT
ENGAGEMENT

• I do

• We do

You Do
ENGAGEMENT

Some strategies:

- Student to Student Interactions
- Students tell partner before the teacher
- White boards, reply cards
- Physical actions
In every lesson, I …

- Am understandable and only speak the target language
- Check for comprehension
- Provide multiple encounters in meaningful contexts for new language
- Ensure student output/interaction
In every lesson, I

- Think about student engagement (what will THEY be doing?)
- Gradually move students to independence
- Consider the pacing of the lesson (how long activities last)
- Consider sequencing (in what order ...)
- Assess learning
Do all the good that you can
By all the means that you can
In all the ways that you can,
In all the places that you can,
At all the times that you can,
To all the people that you can,
As long as you ever can.

John Wesley