

SLIFE in American Classrooms: the Work that Lies Ahead

CONCORDIA VOCATIONAL RETREAT KEYNOTE – JANUARY 25, 2018

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SEE SLIDES: WWW.MORELITERACY.COM/RETREAT_KEYNOTE/

What to expect today

Part 1 – Setting the Context – Understanding our refugee/migrant student life experience

Globalization, technology and transnational living

Students with limited or interrupted formal education (SLIFE)

Part 2 – What this means in your future classroom

Three strategies for providing rich learning experiences for SLIFE

1. Mutually Adaptive Learning Paradigm (Marshall & DeCapua, 2013)
2. Supporting multiliteracy in schooling; Translanguaging in the classroom (Hesson, Kate, & Woodley, 2014)
3. Supporting digital literacy and technology use

Making sure you're ready: mindset and preparation

I. Impact of globalization and ubiquitous technology on learner experience



Globalization

“...the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (Giddens, 1990, p. 64)

Global circulation of ...“ideas and ideologies, people and goods, images and messages, technologies and techniques” that are conveyed through media and the technologies...” (Appadurai (2000, p 2-5)

“Sociolinguistics of mobility”, a view of
“language in motion” (Blommært, 2010, p. 5).



Transnationalism

Anything pertaining to cross-border connections, particularly the activities of migrants themselves
Vertovec (2001, 2004)

A way to characterize language use, recognizing that social interaction of migrants is not limited to the borders of the place where they currently reside
(Block, 2004; Blommært, 2010; Creese and Blackledge 2010; Duff, 2015).



Speech Community

A group marked by frequent interaction and systematic behavior characterized by use of commonly understood patterns of language, gestures, etc. that differentiate it from other groups

The choices that determine which vocabulary or grammatical structures can be used are determined by both “grammatical and social restraints” and what is both intelligible and socially acceptable.

(Gumperz, 1964, 1968)



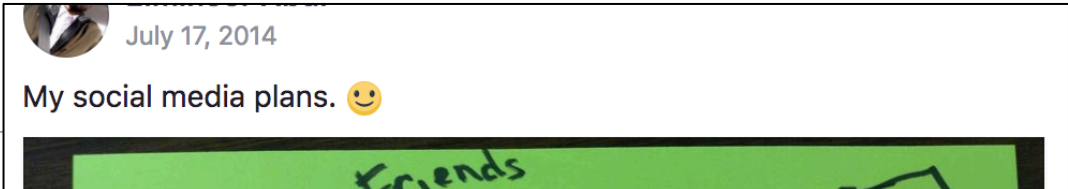
New reality: technology has changed how we use and learn language

The concept of speech community is antiquated; “superseded by a more empirically anchored and differentiating vocabulary” like ‘communities of practice’, or ‘networks’” (Blommaert & Rampton (2012 p. 11) which are more mobile, flexible, and dynamic.

Participation in a network expands opportunities for interaction and the range of linguistic resources employed.



Social media – purveyor of new speech communities



Social Media Tools	Language?	Who do I use them with?	Why?
Viber	Somali Arabic English	famaly and relatieve wow! I love this media I take a quick picture of what am doing and send it to my friends that I have on Facebook or any other social media.	I liked to send voice my frinds cause I like my friends to know what I like and what I do often. communicate easy
Snapchat	English		
Kik	Somali		
Hotmail & Blackberry Messenger	Somali and Arabic and English	jops and friends to be honest I don't like this one but I used it to connect my friends back South Africa.	I like to see information to see anything just to remember my old friends don't want to forget about them
Vanek, J., King, K., & Bigelow, M. (in press). Social presence and identity. Facebook			

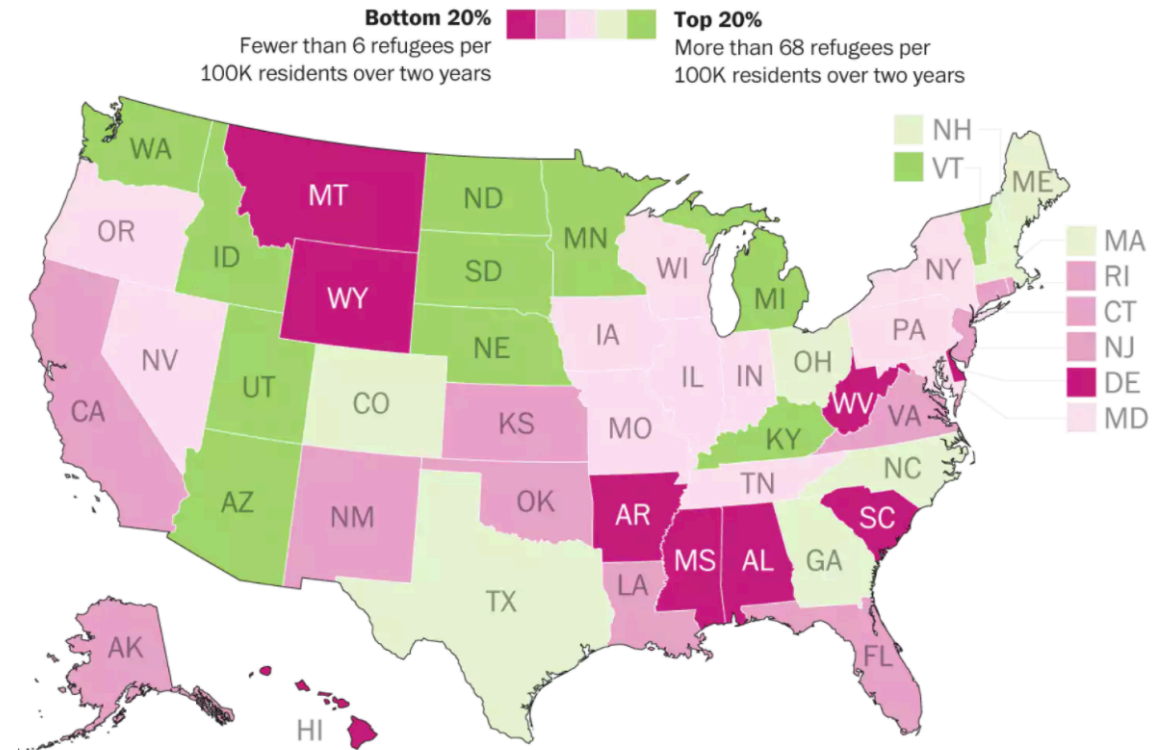
Why should this matter to you?



Data source: Department of Homeland Security. Map by Ben Blatt/*Slate*.

The most and least welcoming states for refugees

Relative to their own populations, North and South Dakota have settled the most refugees in recent years, while Southern states have settled some of the fewest. (Data from fiscal years 2013 and 2014)



WAPQ.ST/**WONKBLOG**

SOURCE: U.S. Office of Refugee Resettlement

II. SLIFE: Students with limited or interrupted formal education

Learning English for Academic Proficiency and Success (LEAPS) Act definition - an English learner with interrupted formal education who:

[\(Mnn. Stat. § 124D.59, Subd. 2a\)](#)

1. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
2. Enters school in the United States after grade 6.
3. Has at least two years less schooling than the English learner's peers.
4. Functions at least two years below expected grade level in reading and mathematics.
5. May be preliterate in the native language



Characteristics of SLIFE learners

(Watson, 2010, 2012)

Affordances

Specific Skills: listening, oration, memorization, stories, proverbs, long poetry
(Goody, 1977; Olson, 1994)

Manner of acquiring and evaluating knowledge: Orally developed cognition:
affects values, thinking

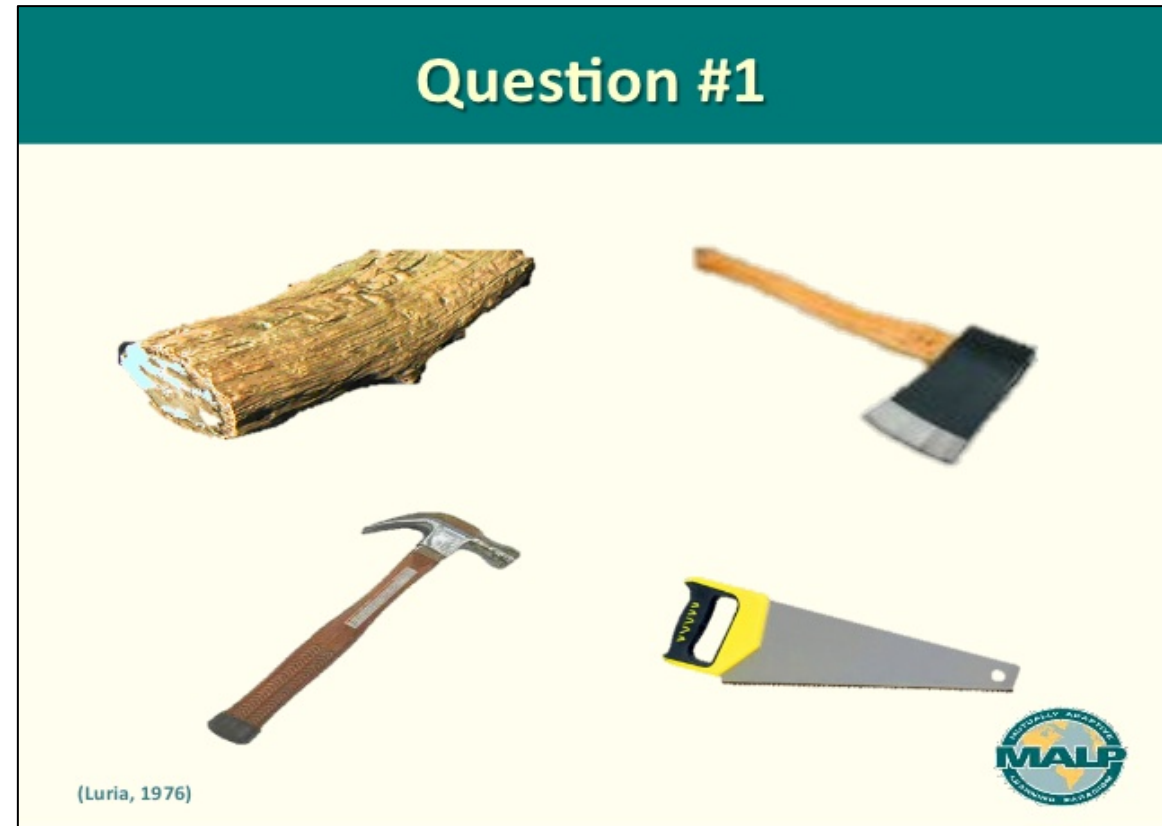
- Role of elders and tradition
- Everything relates to the direct community, collectivistic
- Knowledge is contextual, practical, of immediate relevance

(McLuhan, 1964. Olson & Torrance, 1991, Ong, 1982, Tarone, Bigelow, & Hansen, 2009)

Learning Challenges for SLIFE - 1

Learning in terms of formal categories or organizing according to abstract categories

Luria's (1976) example: tools and wood



Learning Challenges for SLIFE - 2

**Learning vocabulary that is
decontextualized or
provided by definition only**

Challenge in determining
definitional sufficiency:

Does ____ count as an
example of ____?

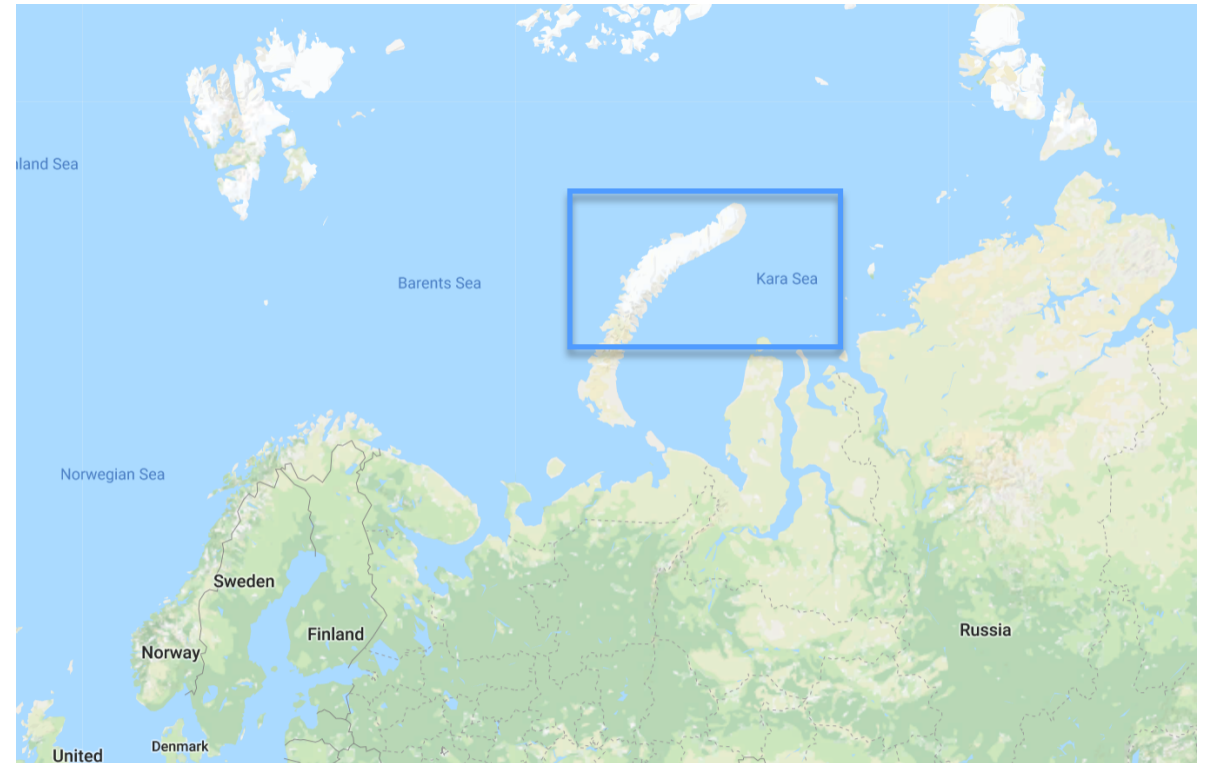
Check the correct one							Name _____
Location and Animal	<u>Amphibian</u>	<u>Bird</u>	<u>Fish</u>	<u>Mammal</u>	<u>Reptile</u>	Endangered? (Yes or No)	Where do they live?
African Hoofed Stock							
Dromedary Camel							
Grant's Zebra							
Kudu							
Reindeer							
Reticulated Giraffe							
Sable							
West African Crowned Crane							
Large Cats Building							
Cougar							
Lion							
Siberian (Amur) Tiger							
Snow Leopard							

Learning Challenges for SLIFE - 3

Learning that is not connected to experience but is based on reference to print or technological authority, or formal reasoning

Luria's (1976) example:

In the far north, where there is snow, all bears are white. Novaya Zembla is in the far north and there is always snow there. What color are the bears in Novaya Zembla?



Taken together, this paints a complex picture of lived experience



Around 86 percent of Syrian youth in refugee camps have access to a smartphone. Above, a boy plays on his phone inside a makeshift shelter in Beirut on July 9, 2015.

Joseph Eid/Thinkstock



This is who will be in your classroom.

Part 2 - Impact on your future classrooms

Three strategies for supporting SLIFE

1. Mutually Adaptive Learning Paradigm (Marshall & DeCapua, 2013)
2. Supporting multiliteracy in schooling; Translanguaging in the classroom (Hesson, Kate, & Woodley, 2014)
3. Supporting digital literacy and technology use

Making sure you're ready: mindset and preparation



Remember our earlier discussion? What are some strengths or assets SLIFE and other refugee learners bring to the classroom?



Respond at **PollEv.com/moreliteracy**



Text **MORELITERACY** to **37607** once to join, then text your message



No responses received yet. They will appear here...



Poll Everywhere

Strengths

Affordances of Orality

Specific Skills: listening, oration, memorization, stories, proverbs, long poetry (Goody, 1977; Olson, 1994)

Manner of acquiring and evaluating knowledge: (McLuhan, 1964. Olson & Torrance, 1991, Ong, 1982, Tarone, Bigelow, & Hansen, 2009)

- Orally developed cognition: affects values, thinking
- Role of elders and tradition
- Everything relates to the direct community, collectivistic
- Knowledge is contextual, practical, of immediate relevance

Affordances of Technology Use

Specific Skills: problem solving, reading, writing, interacting (Harris, 2015; Vanek et al, in press)

Strategy 1 – Use the Mutually Adaptive Learning Paradigm(MALP

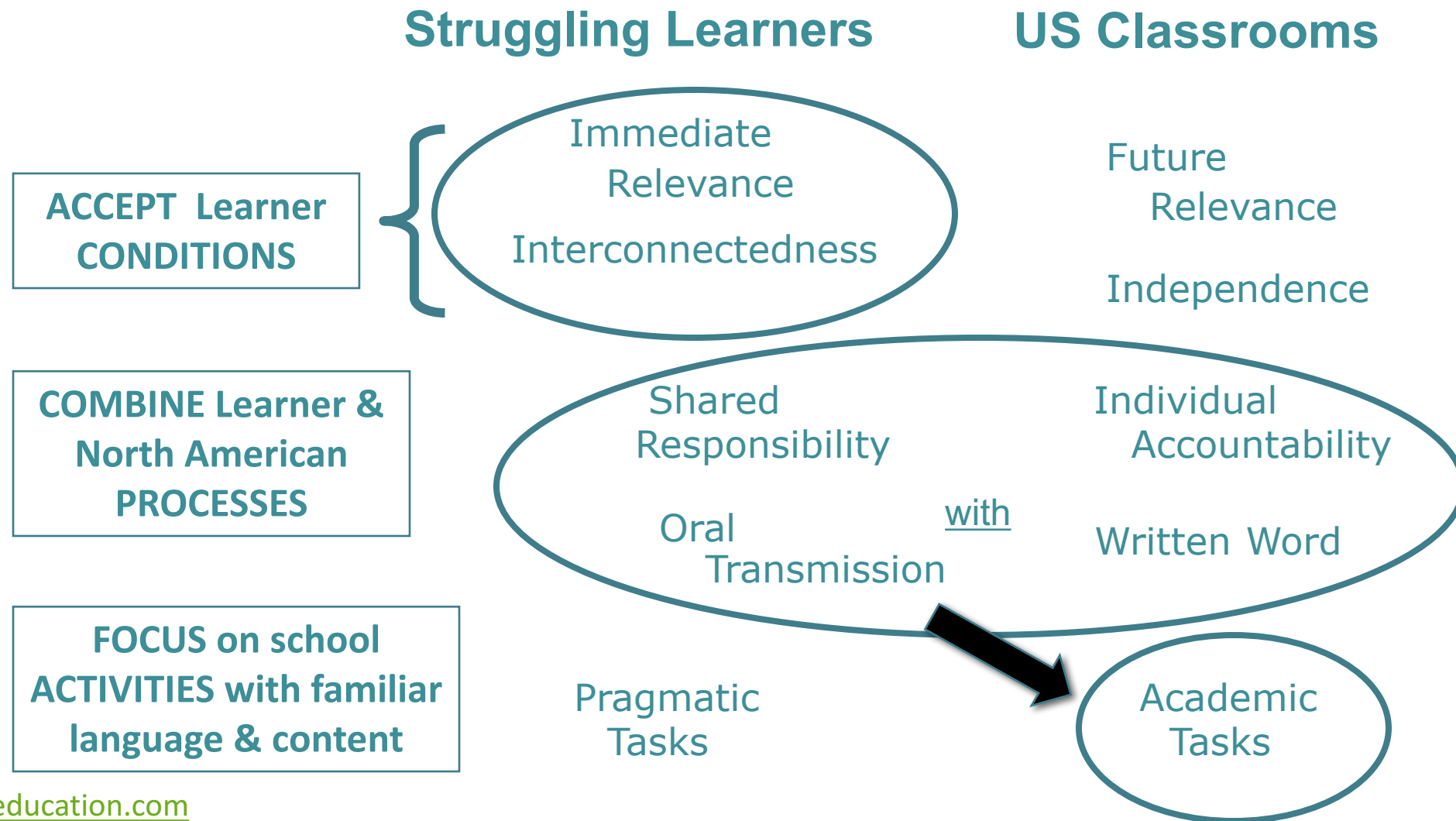
Two Different Learning Paradigms

(DeCapua & Marshall, 2009,2010; Marshall, 1994,1998)

Aspects of Learning	Familiar Cultural Paradigm	U.S. Mainstream Paradigm
CONDITIONS	Immediate Relevance	Future Relevance
	Interconnectedness	Independence
PROCESSES	Shared Responsibility	Individual Accountability
	Oral Transmission	Written Word
ACTIVITIES	Pragmatic Tasks	Academic Tasks



Mutually Adaptive Learning Paradigm® – MALP® Instructional Model



<http://malpeducation.com>



MALP approach: Back-design process for SLIFE

Think about what you are teaching.

Think about SLIFE needs and strengths.

Bridge the lesson and SLIFE using strengths.

© DeCapua, A. & Marshall, H.W. (2011). *Breaking new ground: Teaching students with limited or interrupted formal education in U.S. secondary schools*. p. 68. Checklist downloadable at malpeducation.com. For terms and conditions of use, contact information@malpeducation.com

Mutually Adaptive Learning Paradigm® – MALP® Teacher Planning Checklist	
A. Accept Conditions for Learning	
A1. I am making this lesson/project immediately relevant to my students. Explain:	<input type="checkbox"/>
A2. I am helping students develop and maintain interconnectedness. Explain:	<input type="checkbox"/>
B. Combine Processes for Learning	
B1. I am incorporating both shared responsibility and individual accountability. Explain:	<input type="checkbox"/>
B2. I am scaffolding the written word through oral interaction. Explain:	<input type="checkbox"/>
C. Focus on New Activities for Learning	
C1. I am focusing on tasks requiring academic ways of thinking. Explain:	<input type="checkbox"/>
C2. I am making these tasks accessible with familiar language and content. Explain:	<input type="checkbox"/>

Sample lesson from high school biology class-Invasive species

Many people help control invasive species

Many groups of people are trying hard to stop bad plants, fish, and insects that come from other places and hurt species that grow naturally in Minnesota. One of these groups is called Three Rivers Natural Resource Management (NRM). Some of the bad invaders are zebra mussels, Eurasian water milfoil, buckthorn, garlic mustard, emerald ash borer, Asian carp, and gypsy moth.

One problem is, people who use the parks give a ride to the bad species on their cars, trucks and boats without even knowing it. That's one way the invaders move to new places.

It helps a lot to find the invaders early, before they become big. If the invading species get big and establish themselves, it is very hard to get them out, especially European buckthorn, black locust and oriental bittersweet. Sometimes NRM and helpers pull these bad plants up and get them out.

Some bad plants live in water, and catch a ride on people's boats to get to another lake or river. Lots of groups are working on teaching people who have boats how to clean the bad plants off their boats.

If you want to help, contact Three Rivers (NRM). They teach you how to find bad species and have events where people pull out the bad plants. Call Three Rivers NRM at 763.694.7840.

Teaching supports to make reading accessible

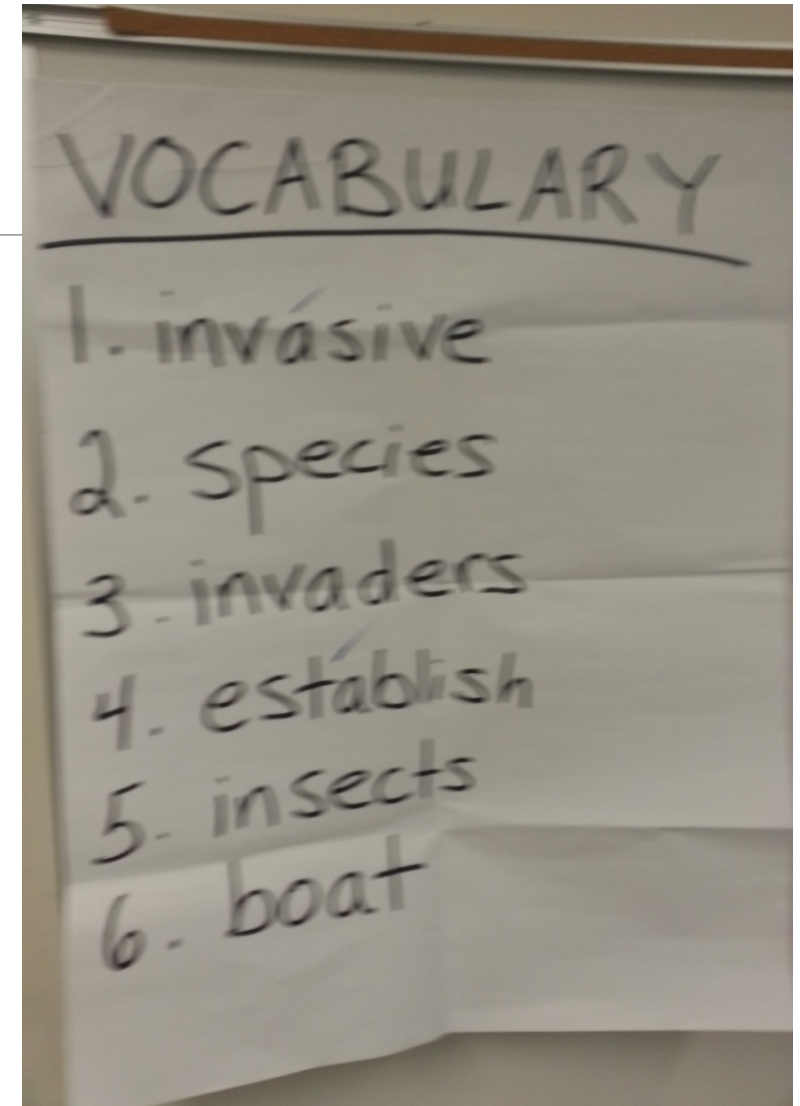
Start with vocabulary

Pre-teach, teach, show pictures of, demonstrate, practice, refer back to, and assess selected key target vocabulary

For example: invasive, species, invaders, establish, insects, boat

Put up a visible list that remains visible

- Point to, teach phonics, syllables and morphology, practice orally with repetition, dialogs, cards, spelling tests



Teaching supports to make reading accessible

USE REALIA OR PICTURES

Show pictorial examples of OR
BRING some of the invasive species.



Teaching supports to make reading accessible

Connect concepts to their lives.

Idea: Connect invasive species to warriors BUT be careful about negative impact of imagery.

Know your learners.



Teaching supports to make reading accessible

Use a pictorial sequence or create structured role-play enactments to show abstract concepts:

- how the invasive species move— attached to a car or boat, move to another lake or park.
- Teacher models with one student, then pairs / groups
- Color-code roles; use selected idioms, target words
- Practice how to say the sentences: focus on prosody

Parts:

3 students are lakes – scattered around the room
1 student is a boat – situated in between lakes
5-10 students are milfoil – situated on edge of room

Dialog

Milfoil: Hello. You are a beautiful boat.

Boat: Thank you!

Milfoil: Can you please give me a ride?

Boat: Sure. Let's go! (A few student go with 'Boat' to a 'lake'.

(repeat until all milfoil are dispersed to all lakes)

Role play explained

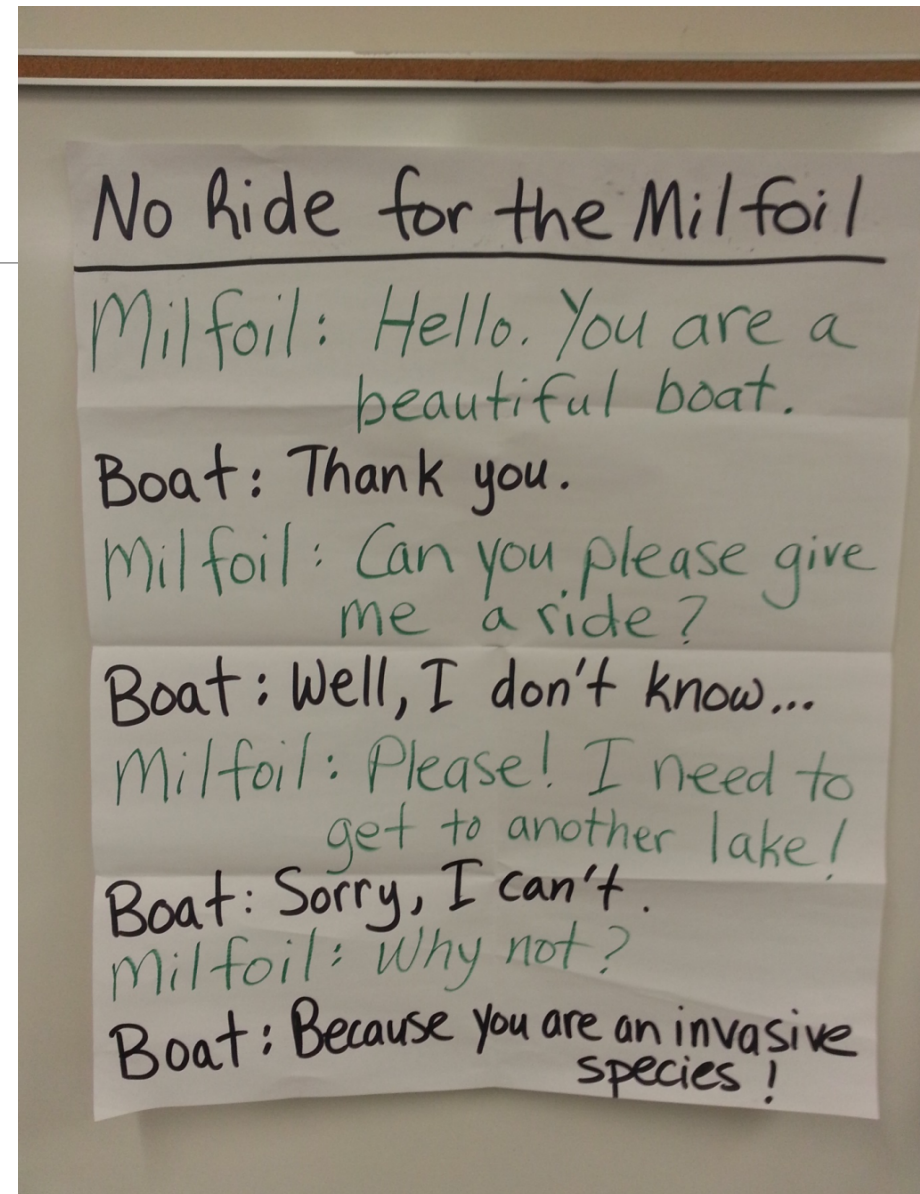
Abstract concept now experiential

- Repeat version where the boat says yes until it is clear students understand how a colony of milfoil gets established in a new lake
- Do a version where the boat says no.

Extend learning – not that it's not abstract

- Depending on their skills, you can write the dialog or have Ss get in groups and write it.
- Change focus to grammar – teach sequencing

First, the milfoil _____. Then (Second) _____.
Finally, _____



Strategy 2: Draw on home language assets in this process

Translanguaging

- L1 & L2 are used simultaneously to comprehend, produce and develop language competency.
- Privileges production, function, and communication over form and accuracy.
- Pedagogical practice of deliberate switching language of input and output in bilingual classrooms.

“Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential.

Ofelia García (2009: 140)

Use of L1 to support English language learning

May promote a deeper and fuller understanding of the subject matter.

- Vygotsky/ZPD & L1 transfer ---- using prior knowledge

May help development of the weaker language in content based instruction

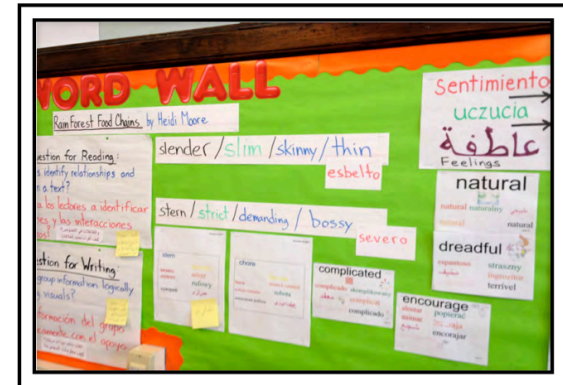
- Use L2 for less challenging work/ L1 for more challenging work

May facilitate home-school links by extending learning at home/discussion w/ kids

May support pair work between fluent speakers and early learners



Translanguaging in Curriculum and Instruction: A CUNY-NYSIEB Guide for Educators



Andy Brown's 5th grade class, CUNY-NYSIEB School

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Kate Seltzer

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December 2014


THIS GUIDE HAS NOT BEEN REVIEWED BY THE NEW YORK STATE EDUCATION DEPARTMENT

TIMELINE	ASSESSMEN
Exploration 1: Intro to thinking about the natural environment (Periods 1-2)⁹	Field notes and drawings Take field notes and m drawings with labels. F and drawings will be th way students record th observations in the fiel Depending on need, th may be structured by a organizer or specific fo provide, or may vary d student preference. Re format, students shoul take notes with enoug they are able to use th substantial resource la unit. CCSS: RI.4, RI.7, W.2, W.9, SL.1 and NYS Scie Standards: 1, 2, and 4 Written and oral refle Students write and ref neighborhood walk ob CCSS: RI.4, RI.7, W.2, W.9, SL.1, SL.3, SL.4, S


⁹ The class periods listed here are recom your students' pace.


TRANSLANGUAGING HOW-TO


Receptive:


 Provide bilingual word list with key vocabulary for reference throughout the unit. Students may work together to provide home language translations.


Productive:

 Students label field drawings in English but take field notes in home language.

 Students take all notes in home language, but later (in class or at home) label field drawings and translate key vocabulary into English.

 Encourage partnerships to use multiple languages when discussing their findings.

 Pair students strategically for vocabulary support.

 Students record field notes using an audio recorder, then later transcribe some or all of their observations. (Alternately, the teacher or another student may transcribe for the student.)

ANSLANGUAGING HOW-TO

lingual word list with key vocabulary : throughout the unit. Students may ar to provide home language

abel field drawings in English but take home language.
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 age partnerships to use multiple ren discussing their findings.
 udents strategically for vocabulary

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periods you have per week or to better fit

MN K12 Omnibus Education Bill of 2013

Subd. 4. Staff development. Directs school districts to use data to identify staff development *needs to enable teachers to: provide reading and oral language instruction that meets students' developmental, linguistic, and literacy needs, including writing; maximize the oral language and linguistic strengths of English learners in their native language in order to cultivate the students' English language development*, including oral academic language, and build academic literacy; provide training in culturally responsive pedagogy that enables students to master content, develop skills to access content; and build relationships.

Section 11. Comprehensive, scientifically based reading instruction. (a) For English learners developing literacy skills, *encourages districts to use strategies that teach reading and writing in the students' native language and English at the same time.*

Strategy 3: Integration Digital Literacy development in this process

Elementary – Leverage interests and play

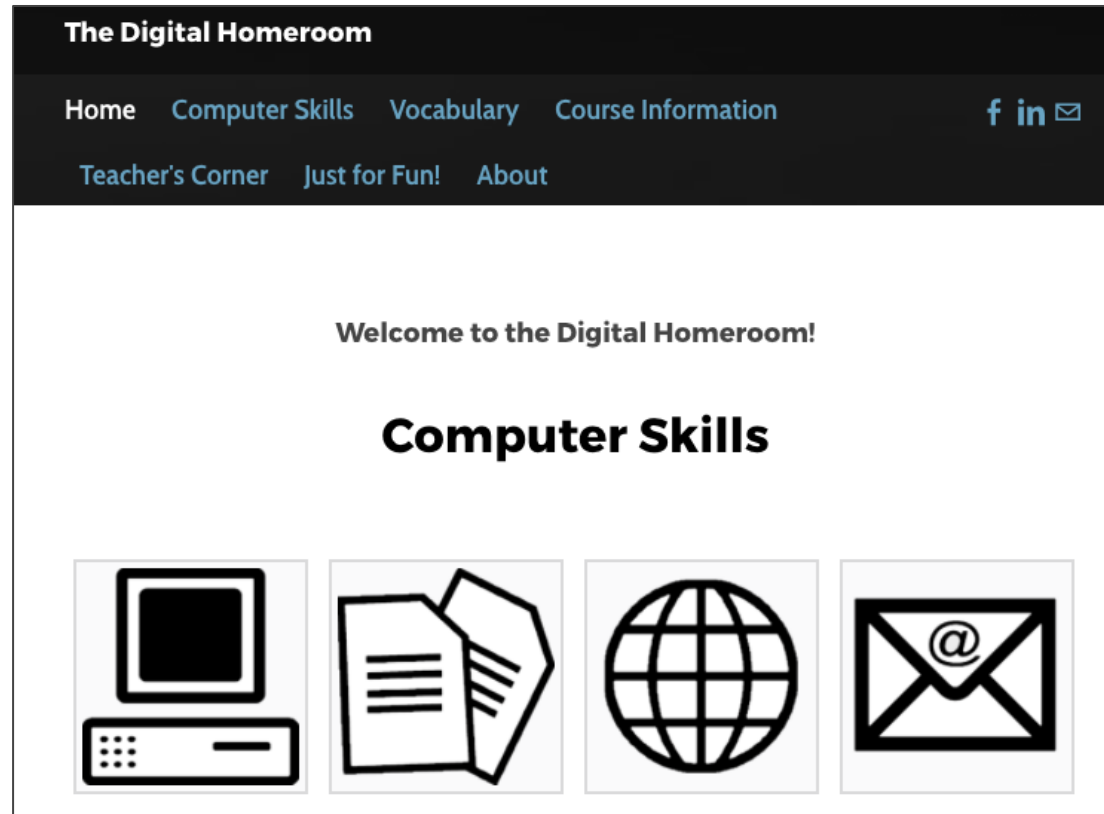


High School – Start with what they know/do



For adolescents – teach computer skills directly and demand they apply them

www.ctep.weebly.com



Conclusion & Discussion

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Slides –
[http://moreliteracy.com/retreat_](http://moreliteracy.com/retreat_keynote)
keynote

