

FACILITATORS' SCRIPT FOR HMONG/ENGLISH PROGRAMS

(English)

SESSION 2: BILINGUALISM & BILITERACY

1. Welcome.

Welcome the participants to the session. Reintroduce yourself.

2. Dual Language and Immersion Family Education (= reminder of who we are)

3. Introductions

Facilitators: try to mix up your parents so that they are sitting in mixed language groups. Make sure there is at least one bilingual at each table who can give linguistic support as needed.

4. Workshop Topics

5. Session objectives

6. Session objective 1

7. Some of you here tonight are bilinguals, hoping to pass that on to your children. Others of you want to offer your children a language you never had a chance to acquire. All of you see the value of speaking another language, which we can see in this video clip.

Click on the star to access YouTube video. https://youtu.be/_3F7HQJN1Q. (The URL is also included in the notes, in case the link doesn't work.)

8. Activity: "5 Stages of Learning Acquisition" - Needs to be prepared ahead of time

Distribute the sentence strips to each table.

What does typical bilingual development look like? Here are 5 statements (*show them a set of cards*) that describe each stage of language acquisition or language learning. At your table, see if you can put the statements in the right order from the first stage to the last one.

After participants have put the cards in order, share the answers on the PPT by clicking on yellow box, adding the descriptive headings as you go along.

9. Every language learner goes through these five typical stages of language learning. But each learner is unique, and it may take more time for some to reach high levels of proficiency in both languages. There are several factors that can affect one's language learning journey. These factors include:

- Formal education in the language. Going to school in a DLI program sets your child on the path toward bilingualism.
- Family Background. If your family language is represented in the DLI program (Hmong), your child will be more motivated to speak that language both at home and at school. She or he will have more opportunities to use the language with family members and in the community.
 - Opportunities to use the language. We know that people learn languages by using them so we need to ensure that children have many different kinds of opportunities to use the languages they're learning with different types of people. This is true for both English-language speakers and Hmong-language speakers. It may be face-to-face interactions with speakers of the partner language, films, online games, cultural events or travel opportunities. There are lots of ways to create opportunities for children to use the languages they're learning.
 - Connections and similarities between the two languages. English and Spanish, for example, have many similar words – family/familia, television/televisión - but this is not the case for Hmong, so high levels of proficiency may be more difficult for Hmong language learners.

10. Social vs academic language

For Hmong-speaking children, social language begins at home. At school, social language is used at recess, in the lunchroom and on the bus. For English-speaking students, social language in Hmong is much more difficult to learn, since it must be taught in the same way that academic language is taught.

Academic language is the language used in formal learning in school and textbooks. Examples of academic language are words such as "therefore," "however," "as a result," and all vocabulary related to content areas such as math and science.

Academic language is really important for success in school and in the professional world and it takes, at least, 5 to 7 years to acquire it. This is one more reason why it is so important that students remain in the DLI program through high school and continue their study of the language even further.

11. Social and academic language can also be thought of in terms of informal versus formal, or simple versus complex. In the early grades, the language of instruction is very simple and more

social in nature. As students move up in the grades, concepts become more complex and the language becomes much more academic. Here are some examples of the two kinds of language.

Activity: Distribute worksheet to tables. Display only the Social Language column. Parents match up the social language statement with the matching academic language statement on their worksheet by filling in the circles with 1, 2, 3 or 4. To correct, click to bring up the corresponding sentence. End by pointing out that parents are getting an understanding of the challenges of academic language just by attending these sessions.

12. *Balanced Bilingual*

13. *Let's Talk. After ten minutes, do a brief share-out.*

14. *What is Biliteracy?*

15. To understand how bilingualism and biliteracy work, we can use the Dual Iceberg Representation of Bilingual Proficiency. Let's imagine some icebergs – we know that the part of the iceberg that we see above the surface of the water is only a small part – underneath the water is a much larger part of the iceberg. In this figure, the part of the iceberg that's below the surface of the water represents the common knowledge that crosses languages.

Above the surface are two peaks or the part of the iceberg that we can see. They represent the things that are different between the two languages. The words for “cow” are different in the partner languages, but the idea of “cow” is the same. The same thing applies to reading. Students have to learn how to read the word *nyuj*, but they don't have to learn what a cow is since they already know what a cow is.

16. Students also rely on many reading strategies that they have already learned in one language in order to read in the other language. So children aren't learning everything all over again – they just learn a new way to express the concepts in the new language. Here are some examples of early literacy reading concepts. Some are “above the surface” – they have to be learned for a particular language. Some are “below the surface” and can be transferred from one language to another.

*Whole-group activity. You should have on hand a read-aloud in each language so that you can demonstrate each one of these strategies. Call out the first item on the list (in the red box) and give an example in Hmong and English. Ask the group if it goes above or below the surface. Be sure to follow the order of the list. **Participants can find the answers at the end of the ppt handout.***

17. *Session Objective 2*

18 – 22. *Bilingualism & Biliteracy*

23 - 25. *Bumps in the road just as in session I.*

26. Break

27 - 31. *DLI Superparents.* Enrolling your child in a DLI program is not enough to ensure that your child will be bilingual and biliterate. Parents have an important role to play – and it will be different depending on whether your home language is English or Spanish.

Activity: Divide the group into four (for small groups, they may work in pairs). Each group gets one slide (part of handout) to discuss. They should address each how-to tip from their point of view as an English home language or Hmong home language speaker. They can share ways they have been or hope to be a DLI super-parent. They can offer each other advice or share their struggles. After 5 minutes, do a share-out, going through the four slides, with each group sharing their ideas.

32. *Life-long learning*

33. *The stakes are high!*

34. In the U.S., English is the Pac-man of all languages! Across the United States we have tens of thousands of children who come into our school system as bilinguals and leave the system as monolinguals. This break with the language oftentimes means a loss of cultural identity as well.

35. *Walk them through the chart. Focus on the speaking data (the second set of bars).*

For immigrant families, the ability to understand, speak, read, and write the home language disappears very quickly. A study in Southern California found that only 45% of first-generation adults who immigrated to the United States before the age of 13 could still speak the language of their parents well. Only 35% of second generation immigrants could speak their home language. And only 5% of third generation immigrants could speak the language of their grandparents. Without making a conscious effort to maintain it, families can lose their home language in 3 to 4 generations, showing just how powerful English is in the U.S.

Take an informal survey of how many participants have experienced this.

36. This chart shows that from 1990 to 2010, the percentage of Hmong home language speakers who speak “Only English at Home” has grown steadily from 2.6% to 4.6% to 7.9%. This

chart suggests that number will continue to grow if there is no effort to maintain the home language.

37. *Video.*

38. If you are an English home language parent, you have different challenges. Despite the tremendous growth in Dual Language and Immersion programs over the last 45 years, you are still swimming against the tide. Most Americans - who could include your family, friends and coworkers - don't know about, don't understand or don't agree with DLI education and you may be criticized for the choice you made. Your child will also have a harder time developing high levels of proficiency without additional exposure to the second language.

39. *Final quote*

40. *Survey*