

FACILITATORS' SCRIPT FOR HMONG/ENGLISH PROGRAMS

(English)

SESSION 1: DUAL LANGUAGE AND IMMERSION BASICS

Anything *in italics* is meant for the facilitators only and not read aloud to participants.

1. *Welcome*

Welcome the participants to the session. Introduce yourself and your role at the school/district. Let them know there is one scheduled break but they are free to take personal breaks as necessary. (The break is scheduled after the BINGO game, which sums up the first portion of the presentation. However, the "goals" section is quite a bit longer than the "key features," so you'll have to keep your eye on the time and break after the first hour, even if that means interrupting the BINGO game.)

2. *Dual Language and Immersion Family Education*

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 act as a bridge and offer linguistic support as needed.

The Dual Language and Immersion Family Education program is supported by a United States Department of Education grant from the Office of English Language Acquisition.

We are going to be giving these sessions bilingually rather than separating you into different language groups. Your children are together for instruction and that integration is key to program success. Keep in mind, however, that although we will be doing these sessions bilingually, your children are taught in one language or the other – the teachers don't translate or use both languages during their instruction.

3. *Partners*

This grant was awarded to the University of Minnesota in partnership with the following districts/programs: Eastern Carver County Schools, Minneapolis Public Schools, Northfield Public Schools, Richfield Public Schools, Risen Christ Catholic School, Roseville Area Schools, and Saint Paul Public Schools.

4. *Introductions*

Depending on the size of the group, do introductions as a whole group or at tables. 10 minutes.

5. *Mission Statement*

Because many of the parents are L2 learners themselves, it is important to “read the room”: check frequently for understanding, rephrase as necessary, keep the acronyms to a minimum. Use your “teacher talk.”

6. *Point to the 3 points of the triangle to emphasize this partnership.*

So what does this mean? *Point to the 3 points of the triangle to emphasize this partnership.*

Students, families, teachers and other school professionals work in partnership to ensure that students achieve success while in school and beyond into the future.

First, it is important for parents and families to be engaged in their children’s education. To be engaged means giving your full attention to something, to be in it – to give it your all. The same expectation holds for teachers and students – the idea is for everyone in this partnership to be committed to the child’s education and to give it their all.

It is also important for parents and families to be educated and informed about the program – to understand what dual language and immersion programs offer children so that you are able to ask questions and offer feedback to teachers and other school professionals.

Finally, it’s critical for families and parents to become empowered. When you’re empowered you feel stronger and more confident, especially when it comes to supporting your child’s education and asserting your child’s educational rights.

When you are engaged and educated, you become more empowered. Those 3 attributes will help lead to your child’s success in school and beyond. You are your child’s strongest advocate and asset!

7. *Workshop Topics*

These are the four topics to be covered in the Family Partnership workshops. We strongly encourage you to attend all four sessions. You will graduate and receive a certificate after completing all four classes.

As you read each session title, use these questions to clarify the academic language:

- a) What do we mean by Dual Language and Immersion? What are the most important things to know about it?
- b) What do we mean by “bilingualism” and “biliteracy”? How can you help your child become bilingual and biliterate?
- c) What are some of the challenges that you and your child might face in a DLI program? How can you meet those challenges?

d) How can bilingualism and biliteracy open doors for your child in the future?

8. Session Objective

9. DLI umbrella

DLI education fosters the idea of additive bilingualism, where students become highly proficient in both English and the partner language.

There are four main program types that fall under the DLI umbrella.

*Point to each section of the umbrella as you introduce the four **prototypical** program types that exist in the US. **IMPORTANT: Some programs in MN might not correspond exactly to the four described here.***

Indigenous/Heritage language immersion: These programs are designed to revitalize endangered indigenous – or native - cultures and languages. They typically enroll students of indigenous heritage. In Minnesota we have Ojibwe and Dakota language immersion programs.

Developmental Bilingual Programs: These bilingual programs serve language learners with similar language and cultural backgrounds – for example, a group of students who speak Spanish at home. Learners have the opportunity to maintain and improve their home language as they learn English. In Minnesota the developmental programs are all in Spanish.

One-Way World Language Immersion: This program is designed for learners whose home language is English. In Minnesota there are one-way programs in Spanish, French, German, Mandarin and Korean.

And finally, the program that is represented here tonight is the **Two-Way Immersion** program. It intentionally brings together children from two language groups – English home language and those who speak the partner language (Spanish) at home. In MN we have two-way programs in Spanish and Hmong.

10. The Goals of DLI Education

All four of these program types share the same 3 goals. Think of the ABCs of Dual Language and Immersion. *Explain:*

- Academic achievement has to do with how well students do in school.
- Bilingualism means speaking two languages to a high degree. Biliteracy means reading and writing in two languages.
- Cultural competence is about understanding how culture (our own and other cultures) affects the way we think and act.

11 - 13. Academic Achievement information

14. This graph shows how English learners achieve in English reading in a variety of program models. It represents longitudinal research involving over 15,000 students in different programs and languages across several US states (but not including MN). Longitudinal research means that we're looking at the same students over time. Let's look at a larger version of the graphic to better interpret it.

15 - 16. *Note: You don't have to go into detail about all the different kinds of programs on this graph. Point out the heavy dotted line, which represents average English-language reading achievement levels for native English speakers in English-only programs, and the top 2 lines for ELs (ELs in two-way and developmental bilingual programs. One-way Dual language Ed. = Developmental Bilingual on Umbrella slide).*

For your information only: NCE = Normal Curve Equivalent – an NCE of 50 = the average performance of native English-speaking students, which is depicted by the dotted line.

17 - 19. The road to bilingualism is a bumpy one! Tonight, you will learn how to deal with those bumps with your child. The first two bumps are about Academic Achievement.

*Bumps in the Road Activity. Read/display each "bump." Give parents a minute or two to discuss a possible response – how they might deal with (or are dealing with) this challenge. Share a few comments then click on the "bump" slide to show the response we created. **The answers that we have supplied can be found at the end of the handout.***

20. The second goal of DLI is Bilingualism and Biliteracy. Because there is so much information to share about this goal, we will dedicate the entire next session to it. Be sure to come back for this important presentation.

21 – 25. *Cultural Competence information*

26 - 27. *Continue with next bump in the road.*

28. *Break*

29. *DLI BINGO - Needs to be prepared ahead of time.*

*This slide is a place holder. **The game is a separate ppt in the Games folder.** Distribute BINGO cards, one to each table or small group. Display and read one slide at a time. Participants find the answer on their bingo card and either mark it with a pencil or, if you want to reuse the sheets, give them bingo markers. Tables can call out "DLI!" (or something else of your*

choosing!) but continue playing until all 13 questions have been asked (through slide 14). Click to bring up answers (slides 15-28).

30. *DLI Key Features*

31. In the photo you see an example of a kindergarten calendar display in Hmong. Besides learning math concepts through this daily routine, DLI students learn the foundations of the partner languages: colors, numbers, days of the week, weather expressions and even clothing.

As we have no video to show students learning Hmong through content, it is up to you to show them what that means. Give some examples of a math or science lesson and explain how you integrate language objectives into the content lesson.

32 – 33. *More DLI Key Features information*

34. Research on how we learn second languages shows that we have to use the language consistently in order to learn it. We have to protect Hmong in these programs. Students WILL learn English – it's Hmong that is more challenging for us to develop in these programs – even for Hmong home language students.

35 - 37. *TIC-TAC-TOE. * Needs to be prepared ahead of time.*

Explain how the game will proceed by reading the instructions on the slide. You may need to model the first one (do an audience check to see if that will be necessary).

Do not display the questions until you are ready to correct them.

You must be in presentation mode to see animations. To correct activity, click on each sentence to reveal the X or O. Be sure to go in order as the animations are sequenced in order 1-8. For each false answer, elicit the correct answer.

38. *Survey*

Distribute short survey, have them write responses. Tell them you'll ask for the surveys when they leave. If individuals are not comfortable writing, facilitators can have them share their responses orally while facilitator writes for them.