

The background features a faint, grayscale map of the world. Overlaid on this is a complex network diagram consisting of numerous nodes (represented by small, colored circles in shades of green, orange, purple, and black) and a dense web of thin, dark gray lines connecting them. The network is most prominent in the right half of the image, extending across the map.

The magic wand of a dual- language immersion teacher: A year of practices and growth in a French kindergarten class

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Introduction

- Growth in dual-language immersion programs and interest
 - Over 3600 DLI programs in U.S and almost 70,000 students (Roberts, 2021)
 - Utah: prime example with 297 programs (3rd in the country after CA and NY!)
- Vision and goals:
 - Bilingualism, biliteracy, academic achievement, and sociocultural competence (Guiding Principles for Dual Language Education, Howard et al., 2018)
 - Community
 - Leadership
 - **Teachers**

AXIS: The school

- August 19, 2019: first day
- Tuition-free public K-5 school, with home-school enrichment programs
- One-way immersion school
 - 50% second language: French, Mandarin or Spanish
 - 50% English
- Number of students enrolled this year 2021-2022:
 - 235



AXIS: Mission Statement and Vision

- Advancing
 - Academic excellence (A)
 - **Cross-cultural competence (X)**
 - Multilingualism (I)
 - Social-emotional and cognitive development (S)
- AXIS International Academy and AXIS International Preschool empowers children to lead choice-filled lives and be thriving citizens of character in their **local** and **global** community.
- Vision:
 - Preparing citizens of character to thrive in their **local** and **global** communities.



Guiding principles for Dual Language Education

(Howard et al., 2018)

Program structure

Curriculum

Instruction

Assessment and accountability

Staff quality and professional development

Family and community

Support and resources

L1 and L2 use / Translanguaging

- Tarone & Swain (1995)
 - S don't learn the vernacular in L2 so L1 will be present;
 - L2 for academic purposes only;
 - Need to provide exposure outside classroom to vernacular L2 with peers and native speakers.
- Otherguy et al. (2019):
 - One unified grammar in bilingual mind; switch between selections, not grammar
- Lyster (2019):
 - Translanguaging could have negative impact on minority languages such as French or Spanish > less L2 from T
- Garcia Cortés & Park, 2019:
 - Reasons: Comprehension, discipline (time-outs) and grammar
- Burns (2022):
 - Unified grammar does not seem to be supported;
 - Detrimental to learners.



Teacher practices

- Culturally responsive teachers:
 - T draw on common cultures,
- Scaffolding:
 - Different types of support and assistance provided by teachers to help students understand and engage with content at levels of higher than they would be able to reach on their own.
- Little research on
 - Explicit teacher practices
 - Ratio and quality of teacher talk
 - L1 and L2
 - Kinesthetic practices



Teacher talk

- Importance of discourse modification
 - Self repetition, modeling, information, expansion and teacher questions, use of L1
- Scaffolding process
- T talk = important effect on language acquisition
- Two major categories
 - Organizational talk: classroom management and organization
 - Instructional: teaching S content structures, vocab



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Scaffolding framework

(van de Pol et al, 2009; Tharp & Gallimore, 1988; Wood et al. 1976)

Diagnostic strategies

- Questioning
- Reading

Checking diagnosis

- Questioning

Intervention strategies

- Feedback
- Hints
- Instructing
- Explaining
- Modelling
- Questioning

This study: The teacher

Immersion Kindergarten French teacher

- U.S. born by Advanced High proficiency

Experienced

- Immersion school teacher, Minnesota (~3 years)
- Middle and High School French teacher (~3 years)
- Immersion school teacher, Colorado (5 years)
- New Immersion school teacher, Colorado (2 years)

This study: The class

Classroom:

- 12 children in the class
 - 3 heritage speakers; one native speaker
- Classroom setup:
 - Circle time
 - Hands-on activities (writing practice, crafts)
 - Whole class teacher address
 - Snack time

Focus on the proficiency goals
(novice) in all 4 skills

This study: Data

35+ hours of observations,

Transcribed 3 half-days (~7 hours)

Initial analysis (...COVID)

- Not enough time to spend one-on-one with T

Focus on the:

- L1 vs. L2 use
- Kinesthetic practices
- Teacher talk ratio and quality
- Vocal cues and attention to children

Research question

What teaching practices does a French immersion teacher use to introduce and teach the partner language?

% of English

	Day 1	Day 38	Day 75
All words	6434	5722	5422
French word #	6043	5353	5378
English word #	391	369	44
% of French	94%	94%	99%

Practices

Repetition of routines

- Good morning greetings and routine (day of the week, numbers; how are you?)
- Songs (Bonjour mes amis, Les enfants de la maternelle, ABC, Escargot, etc.)
- Discipline: « Les yeux sur moi. Les yeux sur toi », « assis-toi », « on a fini le français », « rangez les ... »
- Specific events: puzzle time, snack, la récré, playtime
- Story time (intonation, questions, showing each page to children)

Input, repetition, paraphrasing, cognates

- « On descend les chaises. On descend les chaises, s'il vous plait. Les chaises. »
- « Nous allons faire un peu de, on va compter un petit peu. On va compter, on va compter : un, deux, trois, quatre. Un, deux, trois. »
- « Maintenant, vous allez toucher votre tête. Touchez vos genoux. Touchez les épaules »
- « Descends les chaises. Descends les chaises. On prend les chaises. Oui. Bah, descendez les chaises, les chaises, les chaises. Prenez les chaises. Prenez les chaises. Descendez les chaises. »
- High frequency of verbs and nouns

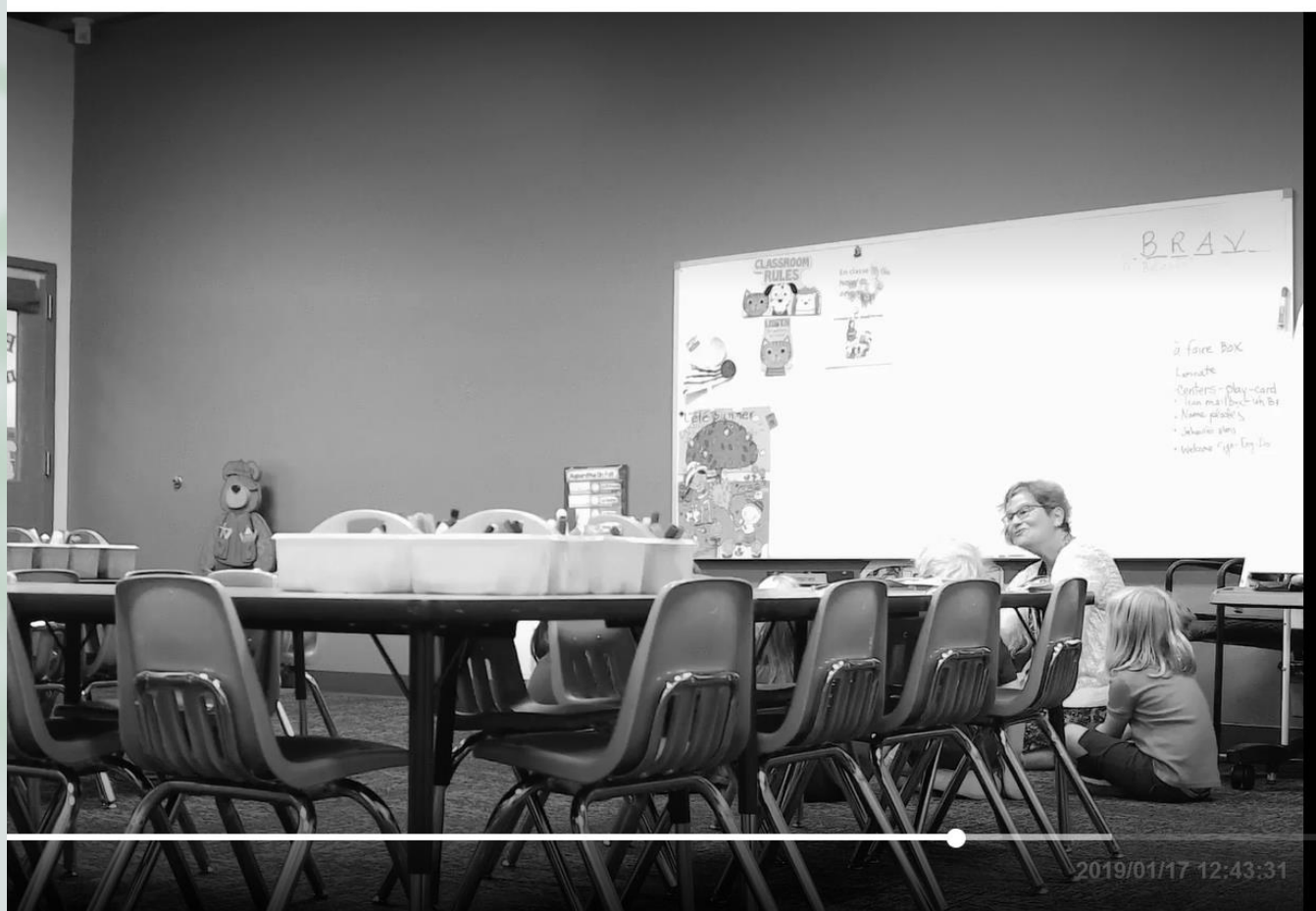
Scaffolding (through questions)

- « Qu'est-ce qu'on est? Nous sommes quel animal? »
- « On va à la récré ou aux toilettes? »
- « Qui a rapporté une bouteille ? Qui a apporté cela ? Une bouteille. Qui a apporté les pommes ? Qui a apporté ? »

Demonstrations and gestures



Crafts / puzzles



Circle time



Demonstration





One-on-one

Classroom routines



English

• Organizational need

- "It always stays here all week", "Get some water »
- "You just have to ask ok?", "You have to go do what? Is it the number two or number 1?", "One person at a time. », « Get in line. Where we are eating lunch ? In the cafeteria. », « If you want water, you can drink at the fountain. You drink in the fountain. I know in preschool you used to eat in the classroom but here we don't. we are eating the cafeteria."

• Discipline

- « Come here », « I don't want », « just give it to me », « Nobody is here listening. I can't get everybody together because you're just not listening", "you are not listening", "you didn't share, and you don't do the puzzle.", "Stop talking! Who's talking right now?"

• Major school change habits

- "Raise your hand if you had breakfast this morning! You didn't eat your breakfast? You did not. Ok. Well, we are changing it now, so when you come in the morning. Le matin. You are eating your snack if you had not eaten breakfast. You ate breakfast this morning with your mummy at the table? with your mummy? At home? Ok. So, here is the deal. We were eating our snack and then we were eating our lunch. And a lot of food was getting, throwing out. So now, we are going to. Chut. We are going to eat a very big breakfast before we come to school. Or you can come to school and eat school breakfast, ok? School breakfast, if you are taking the bus . But this morning we are going to try to go with no snack because we can go to our regular lunch time. We are changing rules."

Discussion

Diagnostic strategies

- Questioning
- Reading
- Scaffolding (Tedick & Lyster, 2020)

Checking diagnosis

- Questioning
- Scaffolding (Tedick & Lyster, 2020)

Intervention strategies

- Feedback
- Hints
- Instructing
- Explaining
- Modelling
- Questioning
- Scaffolding (Tedick & Lyster, 2020)

Implications

Training and professional development

- On scaffolding
- On L1 vs. L2 / translanguaging
- Immersion specific!
- Assistance and observation period

Follow-ups by administration and peers

Provide community support for more L2 and time with children

- Parent assistant (native-speakers)
- College students as assistants

Recruitment of qualified teachers in immersion

- The most challenging, especially for other languages such as French, Mandarin, Russian

Future research

- Inservice Teacher Learning:
 - How do we meet the individual needs of ALL DLI teachers (including new teachers, international teachers, partner teachers, experienced teachers, and teachers new to a district or program)?
- Classroom Practices:
 - How are teachers using high quality curriculum, instruction, and assessment to progressively build learners' skills in language, content, and culture? How are teachers adapting and responding to the challenges of teaching DLI programs?
- What about culture instruction?



Thank you!

Questions? Comments?

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