Promise and Challenge in Dual Language Programs

PLUS:
- The Importance of Language and Culture in American Indian Education
- Use of Japanese and Japanese-American Children’s Stories in ESL Classes
- BOOK REVIEW: Mamá The Alien, Mamá la Extraterrestre
Perspectives, a publication of the National Association of Bilingual Education, is read by nearly 20,000 educators and administrators. These readers possess significant purchasing power. Many are responsible for procuring the full range of educational materials, products, and services for use in linguistically and culturally diverse learning environments.

To reserve your space, simply fill out the contract (available online at http://www.nabe.org/publications.html) and fax it to 240-450-3799. Call 202-450-3700 if you have any questions.

**Perspectives**

**Advertise in NABE’s Perspectives!**

**GUIDELINES FOR WRITERS**

NABE’s Perspectives is published four times a year on a bimonthly basis. We welcome well written and well researched articles on subjects of interest to our readers. While continuing to address issues facing NABE members, Perspectives aims to meet the growing demand for information about bilingual education programs and the children they serve. It is a magazine not only for veteran educators of Bilingual and English language learners but also for mainstream teachers, school administrators, elected officials, and interested members of the public.

Articles for Perspectives must be original, concise, and accessible, with minimal use of jargon or acronyms. References, charts, and tables are permissible, although these too should be kept to a minimum. Effective articles begin with a strong “lead” paragraph that entices the reader, rather than assuming interest in the subject. They develop a few themes clearly, without undue repetition or wandering off on tangents.

The Perspectives editors are eager to receive manuscripts on a wide range of topics related to Bilingual and English learner programs, including curriculum and instruction, effectiveness studies, professional development, school finance, parental involvement, and legislative agendas. We also welcome personal narratives and reflective essays with which readers can identify on a human as well as a professional level.

Researchers are encouraged to describe their work and make it relevant to practitioners. Strictly academic articles, however, are not appropriate for Perspectives and should be submitted instead to the Bilingual Research Journal. No commercial submissions will be accepted.

Researchers are encouraged to describe their work and make it relevant to practitioners. Strictly academic articles, however, are not appropriate for Perspectives and should be submitted instead to the Bilingual Research Journal. No commercial submissions will be accepted.

**TYPES OF ARTICLES**

Each issue of Perspectives usually contains three or four feature articles of approximately 2,000 – 2,500 words, often related to a central theme.

Reviews are much shorter (500 – 750 words in length), describing and evaluating popular or professional books, curriculum guides, textbooks, computer programs, plays, movies, and videos of interest to educators of English language learners. Manuscripts written or sponsored by publishers of the work being reviewed are not accepted. Book reviews and articles should be emailed to:

- Dr. José Agustín Ruiz-Escalante
  jare21@yahoo.com
- Dr. María Guadalupe Arreguin Anderson
  arreguinma@aol.com

Columns are a regular column, please let us know.) These articles are somewhat shorter in length (1,000 – 1,500 words, and should be emailed to one of the editors below:

- Asian and Pacific Islander Education
  Dr. Clara C. Park
  clara.park@csun.edu

- Indigenous Bilingual Education
  Dr. Jon Allen Reyhner
  jon.reyhner@nau.edu

**PREPARING ARTICLES FOR SUBMISSION**

Manuscripts can be submitted at any time. Reference style should conform to Publication Manual of the American Psychological Association (6th ed.). Articles and reviews should be submitted electronically to NABE’s Editor, Dr. José Agustín Ruiz-Escalante at jare21@yahoo.com in a Microsoft Word file, 11 point, Times New Roman, double-spaced. Be sure to include your name, affiliation, e-mail address, phone, and fax numbers.

Photographs and artwork related to the manuscript are encouraged. Please include the name of the photographer or source, along with notes explaining the photos and artwork, and written permission to use them. Photographs should be submitted as separate TIFF, or JPEG/JPG files, not as images imported into Microsoft Word or any other layout format. Resolution of 300 dpi or higher at actual size preferred, a minimum pixel dimension of 1200 x 1800 is required. (Images copied from a web page browser display are only 72 dpi in resolution and are generally not acceptable.) When in doubt, clean hard-copy images may be mailed for scanning by our design staff.

**CONTRIBUTING TO Perspectives**

Save with multiple insertions!

2 insertions: 10% off
3 insertions: 15% off
4 insertions: 20% off
Contents

■ Cover Story

Promise and Challenge in Dual Language Programs
Laura Beth Kelly, Arizona State University ........................................... 6

■ Columns & Articles

Use of Japanese and Japanese-American Children’s Stories in ESL Classes
Clara C. Park, California State University, Northridge .................................................. 10

Book Review
Mamá The Alien/Mamá la Extraterrestre
Reviewed by Sophia Gonzales, Erlinda Cortez (Nana), and Ellen Riojas Clark, Ph.D. ..........12

Book Review
Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom
Johanna Esquivel, New Mexico State University ............................................................. 14

The Importance of Language and Culture in American Indian Education
Jon Reyhner, Northern Arizona University ................................................................. 16

■ Departments

Contributing to Perspectives - Guidelines for Writers .............................................. 2

Letter from the NABE President ........................................................................ 5
Are you a NABE member?

Membership in NABE includes a subscription to Perspectives, and so much more.

Visit nabe.org to renew or start your new membership today!
Esteemed Friends and Colleagues,

I am humbled and honored that the Board of the National Association for Bilingual Educators (NABE) has appointed me president of this prestigious organization for the 2017-2018 term. I follow in the footsteps of NABE leaders who have left a vibrant legacy of working with students, parents, educators, community members, and business partners to make NABE the premier national organization working to increase awareness of and advocate for bilingual education.

This responsibility carries the privilege of serving with a stellar team of educators and champions whose dedication and impact have earned allies and appreciation throughout our nation. I recognize and express gratitude to our Executive Board: Dr. María G. Arreguín-Anderson, Vice-President; Dr. Josefina Tinajero, Treasurer; Ms. Francisca Sánchez, Secretary; Ms. Myrna Reyna, Parent Representative; and Regional Executive Board Members, Dr. Leo Gómez, Dr. Rosanna Boyd, Dr. Luis Cruz, Ms. Evelyn DeJesus, and Ms. Isabel Campoy. In addition, the Executive Board could not accomplish the mission of NABE without the leadership of Dr. Santiago Wood, our Executive Director, and our Deputy Executive Director, Ms. Nilda Aguirre and her team.

Let’s not forget those leaders who have preceded me and under whose leadership I have served during the past four years- NABE Presidents Dr. Leo Gómez, Dr. Julio Cruz, Dr. Yee Wan, and our immediate past president and friend, Dr. Minh Anh Hodge. Their leadership has been impeccable and the direction they have set for NABE has been both inspiring and challenging. It is my great hope to be worthy of such great mentors.

The National Association for Bilingual Education has maintained its commitment to educational equity and excellence for bilingual/multilingual students for the last 42 years. Throughout all these years, we have learned that our strength as an organization lies in our membership. The people we serve and the dedicated individuals who work everyday to meet the needs of bilingual students are the strongest resources we possess to accomplish our mission. Over the years, bilingual educators have faced and continue to confront multiple challenges. Let us celebrate our journey and take pride in the fact that we are stronger today because of the challenges we overcame together.

We just completed our Third Annual Dual Language Symposium in Delray Beach, Florida, with a highly productive exchange of ideas by an enthusiastic group of NABE members. The Symposium sold out by the first week of June! Let us build upon our successes and launch into the future with energy, hope, and pride.

As we look ahead, I want to personally invite you to our 47th International Bilingual Education Conference set for the lovely city of Albuquerque, New Mexico on March 1st - 3rd, 2018. Prior to the main conference we have planned Pre-conference Institutes focused on topics requested by our members. We are also planning local school visits and a job fair as part of the pre-conference schedule.

I look forward to working alongside each of you. I sincerely want to be closely attuned to the needs of our membership. Please contact me with your ideas and suggestions at margaritapinkos@gmail.com.

Thank you for your devotion and dedication to our mission and to NABE. Let’s create a brilliant future together!

All the best,
Margarita P. Pinkos, Ed.D.
Promise and Challenge in Dual Language Programs

Laura Beth Kelly
Arizona State University

Erbey spends the morning in Ms. Elliott’s third grade English language arts and social studies class. Today he works with Amarie and Sam, fluent English speakers, on developing a public service announcement video about bicycle safety.

In the afternoon, Erbey, whose family speaks Spanish at home, will move with his peers to Ms. Diaz’s classroom where students learn math and science in Spanish. Then, Erbey will become the expert as he helps his team label parts of a crayfish and design a safe habitat for it in Spanish. Erbey, Sam, and Amarie participate in a dual language program that offers instruction in two languages with the goal of developing bilingualism and biliteracy.

Many school districts have turned to dual language immersion programs to educate both students learning English and fluent English speakers. Fluent English-speaking families like the idea that their children will learn another language as early as elementary school. And, research suggests that dual language programs support academic achievement for students learning English (Steele et al., 2017; Umansky & Reardon, 2014; Umansky, 2016) by integrating them with fluent English speakers and providing them access to the curriculum half of the time in their home language. However, running a dual language program is not as simple as maintaining any program, but just running it in two languages. Because of their bilingual nature, dual language programs raise special concerns about quality, equity, and community. This article explains these concerns and provides a window into recommended practices by profiling a principal, Ms. Ken at Mayer Elementary, who attempts to approach each area with sensitivity and research in mind.

Quality: Teacher Support and Curriculum

Teachers in dual language programs may need additional support in providing content area instruction in a language other than English. Many dual language teachers come from second or third generation immigrant families and likely experienced all-English education in the United States, including a university teacher preparation program that prepared them to teach in English. These teachers may benefit from support that helps them develop academic discourse in the target language, helps them understand the language demands of the standards, and focuses on developing teaching competencies in the target language (Aquino-Sterling & Rodríguez-Valls, 2016).

Locating strong, standards-aligned curricula in a second language can prove difficult. Teachers who write or translate their own materials find that it takes considerable time. Commercially-available translated materials vary in their accuracy and authenticity. Even when teachers have access to materials in the target language, they sometimes note that the materials are out-of-date or use a language variety other than the one they teach (for example, Castilian Spanish instead of Spanish as commonly used in the Southwest US).

When teachers do have grade-level target language materials, these materials are sometimes too difficult for students still developing literacy in the target language. However, using simplified materials might result in “dumbing down” the curriculum in the target language (de Jong & Howard, 2009). Students who speak the target language receive this watered-down curriculum for the sake of the English-speakers.

Like most administrators, Ms. Ken works with limited funds, but she prioritizes professional development that supports teachers’ academic target language proficiency and knowledge of second language teaching. Teachers frequently visit each other’s classrooms and other dual language schools to learn from each other. At Mayer, teachers use...
professional learning communities (PLCs) to collaboratively plan units in the target language. Ms. Ken utilizes paid release days and summer workshops for curriculum development, and teachers document and share lessons so future PLC time focuses on improving and expanding rather than rewriting lost material. As the budget allows, Ms. Ken allocates money for purchasing high quality target language curriculum including books, music, and other media for the media center.

**Equity: Dominance of English and Equal Access**

Dual language immersion programs in the US exist within a broader society where English is dominant. Even in programs seeking a 50-50 balance between languages, children who speak the target language often only speak it during times set aside for instruction in that language while children who speak English speak it (and expect to be permitted to speak it) at any time (Palmer, 2009; Volk & Angelova, 2007). Because of the role of English in the US, many teachers find it easier to maintain an English-only room than a target language-only room. Those who work to have target language-only classes sometimes find themselves policing students’ language, which can result in more teacher-centered instruction (Fitts, 2006).

Other forces also contribute to a dominant role for English (de Jong & Howard, 2009; Potowski, 2004). Testing and test preparation usually occur in English and can contribute to the message that English is more important since it is tested and the target language is not (Henderson & Palmer, 2015). Lack of curricula and textbooks can cause teachers using the target language to infuse English resources into their classes. And, when schools do not have substitute and special area teachers who speak the target language, students end up spending more instructional time in English.

Unfortunately, bilingualism can be perceived as an advantage or a disadvantage depending on a student’s position in society (Valdés, 1997). For example, students from a Mexican-American background who speak imperfect English will likely find that their English proficiency limits their opportunities while white students who speak imperfect Spanish will probably find praise and increased options due to their developing proficiency in a second language (Hernandez, 2017).

Racial issues become important in considering who enrolls in the program. Speakers of the target language in the program increase authentic use of the target language in classrooms, but these children should not be viewed in terms of how they can enhance the education of English-speaking students (Pimentel, 2011). Dual language programs need to guard against welcoming the language of children without welcoming the whole child with complex needs and interests (Cervantes-Soon, 2014). Teachers at Mayer attempt to convey equal status of English and the target language. They send home communication in both languages, and wall displays and student work equally reflect the school languages. Ms. Ken supports teachers in limiting instructional time spent on testing, and teachers take time equally from the target language and English instruction when they do engage in test preparation. Teachers share a list of substitute teachers who speak the target language, and they call these teachers first when they plan to be out. Faculty and staff recognize all students for the difficult work of learning a second language. They recognize that what students do to learn English deserves as much praise and celebration as the accomplishments of English-speaking students in adding the target language.

Dual language programs raise special concerns about quality, equity, and community.
Ms. Ken works with district personnel to address issues related to equal access. The Mayer school wants to mirror their community, so they work to recruit and support students of all backgrounds in their dual language program. They welcome students who speak languages other than those included in their program, and they make appropriate and specific accommodations for students with disabilities without automatically excluding them from the dual language program. Ms. Ken seeks out professional development for the faculty that equips them to work along multiple lines of diversity, beyond simply language diversity.

Community: Relationships and Marketing
Bilingual programs have a unique opportunity to welcome parents of all linguistic backgrounds (Lee & Jeong, 2013). However, parents from different groups may face barriers to involvement. Monolingual English-speaking parents may not be able to assist with academic work in the target language (whether helping with homework or serving as a classroom volunteer). And, parents who speak the target language may still not have access to school information if the school does not provide it in a bilingual format. Finally, parents who speak a language not incorporated in the school’s program may not be able to access information and may have difficulty assisting their children with work in either language.

Historically, schools often offered bilingual programs to provide academic support and welcome for students learning English. However, dual language programs have become popular with monolingual English-speaking families who believe that knowing another language would advantage their child. The discussion has shifted from issues of equity and heritage to issues of economic benefit (Kelly, 2016; Valdez, Delavan, & Freire, 2014). Marketing these programs solely as advantageous for students’ future roles in a global economy undermines the commitment to local bilingual communities (Varghese & Park, 2010). Families choose dual language programs for their children for many reasons (Dorner, 2015). Focusing only
on economic advantages treats the target language as a commodity and undercuts its role unifying communities and communicating ideas.

Faculty at Mayer attempt to provide the resources that all parents need to stay involved in their children’s education. In addition to providing bilingual resources for homework support, the school offers an after-school club where students receive assistance with work in either language. Using district resources, the school sends home translated documents according to family need, including documents in languages other than the ones in the school’s program. Promotional materials for the school emphasize communicative, cultural, identity, heritage, and academic benefits as well as economic benefits of bilingualism. Every year, Ms. Ken and the faculty survey families to understand their reasons for selecting a dual language program. They use the results to assess if the program is responsive to families’ goals for their child’s bilingual education.

Conclusion
Dual language programs offer great promise for the education of monolingual English-speaking children and children learning English. They promote bilingualism through the study of regular grade-level content, and they integrate children of diverse backgrounds. It is this advantage of integration and language study through academic learning, that also produces important areas of focus. Because dual language programs draw students from different communities with different social status and educational needs, it is paramount that educators in these programs give great attention to issues of quality, equity, and community.

References

About the Author
Laura Beth Kelly is a doctoral candidate in the Learning, Literacies, and Technologies Ph.D. program at Arizona State University. She specializes in elementary literacy and ESL/bilingual education. She is a former dual language teacher and holds National Board Certification. She would be happy to hear from readers at lbkelly@asu.edu.
Use of Japanese and Japanese-American Children’s Stories in ESL Classes

Clara C. Park, Ph.D.
California State University, Northridge

This is the third installment of the series on the use of Asian and Asian-American children’s stories in ESL classes, but focuses on Japanese and Japanese-American children’s stories this time.

Teachers are encouraged to use Asian and Asian-American stories in ESL classes where English language learners (ELLs) of Asian backgrounds are concentrated. As I indicated before (Park, 2016), it is a) to build on the entry characteristics of Asian ELLs; b) to validate Asian ELLs’ cultural identity; c) to establish the home-school connection of Asian ELLs; d) to affirm diversity and develop multicultural competence in all ELL students represented in ESL classes, and e) to enrich and expand school curriculum.

Crow Boy (Yashima, 1995) is a story about a Japanese village boy called “Chibi”. Chibi means “tiny boy” in Japanese for his small stature. Chibi has been an outcast since that frightening first day of school when he hid under the school house. Afraid of the teacher and unable to make any friends, Chibi passes his free time alone—alone at study time, alone at playtime, and always a “forlorn little tag-along.” But when a new teacher Mr. Isobe arrives in the sixth grade, he finds things in Chibi that no one else has ever noticed. Chibi is chosen to create various kinds of crow voices at the school’s year-end talent show. That is how he gets the nickname of “crow boy.” And Chibi turns out to be the only student that receives an award for maintaining perfect attendance for six long years at graduation although he left his home at dawn every morning and returned at sunset to go to the village school. A Caldecott award story, this can be taught with “The Hundred Dresses” by Eleanor Estes about bullying and injustice, and shows what a teacher can do to reduce prejudice and discrimination in class. Teachers may engage children in class discussions as to what they can do for Chibi. This story will be good for 2nd–4th graders.

Sadako and the Thousand Paper Cranes (Coerr, 1977) is a historical fiction written by Canadian-American author, Eleanor Coerr. This would be good for 5–6th graders. It is a fictional retelling of the tragic story of Sadako Sasaki, who lived in Hiroshima, Japan at the time of the atomic bombing near her house by the United States on August 6, 1945. When Sadako was 12 years old, she developed swellings on her neck and behind her ears. One year later in 1955, purple spots formed on her legs. Subsequently, she develops leukemia (“an atom bomb disease” according to her mother) from the radiation, and was hospitalized in February, 1955, and given, at the most, a year to live. Sadako spent her time in a hospital folding origami paper cranes in hope of making a thousand of them, as she was inspired to do so by the Japanese legend that one who created a thousand origami cranes would be granted a wish by gods. Her wish was simply to live. But she died six months later in October, 1955 tragically ending her short life. Teachers could engage students in discussions if the atomic bombing could have been prevented?, and who was responsible, Japan or the U.S.?, and then have students create an interactive (two column) journal in which on the left half, teachers could have students describe what actually happens in the story and on the right half, they have students describe how they feel about it, and then wrap up the discussions.

Momotaro: The Peach Boy (Shute, 1986) is a traditional Japanese folk tale. It is about Momotaro, a boy born from a peach. It is not just his birth that makes him special, but he also has incredible strength. When he hears about demons roaming the land and tormenting people, he decides that he must stop them. Along the road in his journey, he befriends with a dog, a monkey, and a pheasant by giving them kibi dango (Japanese sweet dumplings). Momotaro is able to defeat the demons with the help of these animals. He returns home as a hero, with treasures from his triumph and his animal companions.

This tale is full of actions and excitement, while preserving a character that children can look up to, beyond his strengths. The tale of Momotaro is recommended for children of any age, and as one of the most famous ones, it is a great introduction to Japanese folktale. A storyboard activity would be good to teach this story among other instructional strategies.

The Inch-High Samurai (McCarthy, 1996) is a story about a man and his wife who could not have children of their own and after much prayer, they finally get a child. This child is small enough to fit in their hands, and they name him Inchy-Bo. As he grows up, he is determined to become a samurai, despite his small size, and at age thirteen, he sets off to the

10 NABE PERSPECTIVES ★ VOL. 40, ISSUE 2, 2017
and the illustrations add to the beautiful
story is written creatively with rhymes,
Urashima’s story ends tragically, but the
as a lesson to do good and

Despite the tragic ending, it is
a story that could be shared
with children. It may serve
as a lesson to do good and
always pay heed to someone’s warning.
Urashima’s story ends tragically, but the
story is written creatively with rhymes,
and the illustrations add to the beautiful
lyrical prose of the story.

Grandfather’s Journey (Say, 1993)
is a story written by a Japanese-American
author who lives in Fresno, California.
Both the narrator and his grandfather long
to return to Japan, but when they do, they
feel anonymous and confused: “The funny
thing is, the moment I am in one country,
I am homesick for the other.” Allen Say’s
prose is succinct and controlled. The book
also has large formal paintings in delicate,
faded colors that portray a cherished and
well-preserved family album. The book
won the 1994 Caldecott Medal. This will
be good for children in primary grades.

A Place Where Sunflowers Grow
(Lee-Tai, 2006) is a story of the Japanese-
Americans who were sent to an internment
camp in Topaz, Utah during World War II.
The story is told from the innocent eyes
of a little girl, Mari. She plants sunflower
seeds next to a barrack, her new home,
and wonders if they will ever grow as they did
in the backyard of her house in California.
Through her art class, she gains the inner
strength to enjoy her life in the internment
camp and makes friends by drawing pictures
of her old house in California with beautiful
flowers.

Baseball Saved Us (Mochizuki, 1993)
is the story of a young Japanese boy who
has been sent to live in an internment
camp during World War II. This story
tells us how baseball gave them a purpose
while enduring injustice and humiliation.
It is a moving story about the life in an
internment camp told in the first person
narrative, from the perspective of a young
Japanese-American boy called “Shorty.”
The backdrop of this story is the increased
racial tension between the Japanese and
Americans during World War II after the
Japanese’ attack on Pearl Harbor.
The confusion and anger that the innocent
Japanese-Americans felt during
this time is painfully heard
in this story. This story
is recommended for
primary grades and up.

Written by a Japanese-American writer,
Umbrella (Yashima, 1986) is a very sweet
story about a little girl who receives rubber
boots and an umbrella for her third birthday.
Unfortunately she must wait for it to rain
so that she can use these gifts that she is so
excited about. This is a story that young
children would enjoy reading, and parents
would enjoy reading to their children.

Thus, teachers are encouraged to search for
Japanese and other Asian-American children’s
stories and teach them in ESL, bilingual,
and social studies classes to diversify and expand
their instructional repertoire.

References
New York: G. P. Putnam’s Sons.
Tokyo, Japan: Kodansha International.
beneath the Sea. Tokyo, Japan: Kodansha International.
Low Books Inc.
Stories in ESL Classes. Perspectives, 39 (2), 11-14.
Walter Loraine Books.
Shute, L. (retold and illustrated) (1986). Momotaro: The

About the Author:
Clara C. Park is Professor of ESL and
Bilingual/Multicultural Education at the
College of Education, California State University,
Northridge. She co-authored and co-edited the
first comprehensive book in Asian-American
education, Asian-American education: Prospects
and challenges (1999); and six volumes of
research anthology in Asian American education
including Research on the education of Asian
and Pacific Americans (2001); Asian American
identities, families, and schooling (2003), and
New perspectives on Asian American parents,
students, and teacher recruitment (2009).
She can be reached at clara.park@csun.edu.
Mamá The Alien  
Mamá la Extraterrestre

Reviewed by Sophia Gonzales, Erlinda Cortez (Nana), and Ellen Riojas Clark

Mamá The Alien/Mamá la Extraterrestre is a children’s book written by René Colato Laínez, a prize winning author and illustrated by Laura Lacámara, a noted artist. René Colato is from El Salvador and has written numerous books for children among them I Am René, the Boy/ Soy René, el niño, Waiting for Papá/ Esperando a Papá, and Playing Lotería/El juego de la lotería. René was named as one of the Top Ten New Latino Authors to Watch (and Read) and has been honored by the Latino Book Award, the Paterson Prize for Books for Young People, the California Collection for Elementary Readers, the Tejas Star Book Award Selection, and the New Mexico Book Award. As a graduate of the Vermont College MFA program in Writing for Children & Young Adults, René has a very specialized and unique degree.

The main thread in the book is immigration but focuses on the personal story of a little girl’s family and their undocumented status. The double and scary meaning of the English word, alien, sets the context for humorous story. Though it is written in a lighthearted tone, it touches on the insecurities that many children are facing now in the US. I am reminded of an undocumented friend’s little girls who insist on seeing their “papers.” When told not to worry because they were born in the US, they demand to have copies so they can carry in their pockets. What worries our children are facing, what angst they are undergoing; they are too young to live with these dilemmas that are confronting them. Hard to imagine that young children need to learn about immigration, undocumented status, green cards, papers, citizenship, legal versus illegal, and, of course, the word alien.

The reviewer for this book is seven-year-old Sophia Paula Gonzales, a 2nd grader, who lives in San Antonio, Texas. After she read the book, Sophia responded to my questions about the book for this review. She also discussed the book with her grandmother, Erlinda Cortez, who also added her observations.

Dr. Clark: Who are the characters in the story?

Sophia: Sofia, Mamá, and Papá are the characters. Sofia is the main character.

Dr. Clark: Where did the story take place?

Sophia: The story takes place in the United States.

Dr. Clark: Tell me what the story is about.

Sophia: It is about a little girl that thinks her mother is an alien from outer space. This is an incredibly fun tale that is about confusion. English can be very confusing. In this book, the word “alien” is used in a very humorous way. I could easily see how a kid would think her Mom is an “alien.” You know, the skinny, big-eyed, gray kind. She has the card and at one point the face to prove it. Funny!

Dr. Clark: What did you like about the story?

Sophia: It was so exciting. I felt I had to see what was going to happen around the corner on the next page. I just HAD to. It was cool.
Dr. Clark: Why do you think it is important to tell this story?

Sophia: This story is important because it will show other little kids that alien doesn’t just mean from outer space. At home, we don’t use that word for people from other countries. We just say where they come from.

Dr. Clark: How do you think Sofia felt regarding the name alien? Why is important to understand how the character feels?

Sophia: Sofia thought the word alien meant from outer space. So did I. It is important to understand what the main character feels about the word so you can get more into the book and the story.

Dr. Clark: Tell me do you know about anyone who migrated to the US? Why do you think it is important to know their stories?

Sophia: I have close friends that have parents from other countries: Uruguay, Argentina, Mexico, India, and Pakistan. Their stories can teach us different things about other cultures. It is important to understand their foods—what they eat and don’t eat.

Dr. Clark: Why is it important to know where our families come from? What kind we learn from them?

Sophia: It is important to know where our families come from. It helps us as children and grown-ups and as humans to know about each other.

Dr. Clark: Did you like the illustrations? Why?

Sophia: A big YES! The most fun page was the one with Sofia being half alien. That is not what half of each parent looks like. Nana (her grandmother) and I laughed thinking that one side of my face would be my dad’s and the other my mom’s. That would be so weird. We laughed, laughed, laughed.

Dr. Clark: Why do you think the author wanted to write a children’s book about this event?

Sophia: The author wanted to show children what a card like this means if they find a card like this in their parent’s wallet.

Dr. Clark: Did the author do a good job of telling the story? Was the artwork for the book good? Why?

Sophia: Yes, yes, yes—the author did a good job of telling this story and the artwork was fun. I simply love the feel of this book overall. It is a positive story, funny, and has a great ending. Get yourself a copy today as I highly recommend it. 5 stars!

Dr. Clark: What question would you like to ask the author?

Sophia: I want to ask the author how he came up with the idea to write this book. It was funny.

Dr. Clark: What ages can read this book and still enjoy the book?

Sophia: I think all ages can enjoy the story. If the kids are too young to read, their parents can read to them. Even older kids, like my friends or cousin that are 10 & 11, would enjoy reading it.

Nana’s observation: Sophia has read and re-read this book several times since we got it. She read it to one of her younger friends that came to visit. She acted out the different roles, laughing, and asking questions of her friend, like “can you believe this?” “this is crazy.” The book is staying by her nightstand as one of the regulars for re-reading. I can see where it will serve as a tool for us to discuss other cultures, their foods, and their beliefs in the future.

Dr. Clark: Any other thoughts or comments regarding the story?

Sophia: This book certainly made me laugh and I know it will make kids laugh too.

Nana: The book has different elements that enhance it. First, it gives parents or teachers the opportunity to talk about English words, their opposites, and different meanings. Secondly, this book is in Spanish and English so, it can help families whose first language is not English, read together and learn English together. That is a winner right there!

The book is targeted for 4-8 year olds but this book can be for both a beginner or a good reader. The book gives the reader a cheery feeling as the illustrations are large and very bright.

About the Authors

Sophia Paula Gonzales is 7 years old, and is in the 2nd grade at Mirabeau B. Lamar Elementary School in San Antonio, Texas. She is the winner of a First Place in Creative Writing in the 2017 UIL District Competition.

Erlinda Cortez (Nana) is a 30-year veteran of public finance who took governments from Alaska to Florida to sell bonds on Wall Street. She previously served as administrator for the Mexican American Legal Defense Fund.

Dr. Ellen Riojas Clark Ph.D. is Professor Emerita in the Department of Bilingual Bicultural Studies at the University of Texas at San Antonio. Her e-mail is ellen.clark@utsa.edu.
Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom

Johanna Esquivel
New Mexico State University

In her book, *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*, published by Heinemann, Gibbons shares classroom-tested strategies and meaningful collaborative activities formulated to support the language development of K–8 bilingual students and English learners (ELs) across the curriculum.

With this book, students can study the variability of language usage, its context, and functions based on: the content of the spoken and written language, and the relationship between the speaker, writer, and reader. The book consists of eight chapters that emphasize the four domains of language: speaking, listening, reading, and writing, and provides educators with teaching implications that scaffold students’ language and bilingual processes.

The theoretical framework of this book in Chapter 1 draws from (1) Vygotsky’s (1986) socio-cultural development of language within collaborative interactions, (2) Bruner’s (1978) scaffolding or structured support for constructing skills and completing tasks, and (3) Halliday and Hasan’s (1985) systemic functional linguistics, which emphasizes contextual features; such as, the field or topic under discussion, the tenor or the existing relationship between the speaker, listener, and reader, and the mode or the medium of communication.

Chapter 2, shows teachers how to provide students with comprehensible input (Krashen, 1982), which is enhanced by comprehensible output (Swain, 2000) or the students’ linguistic production. Teachers can use this chapter to employ a dialogic approach or substantive conversation as a way for building talk based on what the students have experienced, while helping them explain their reasoning and allowing more thinking time before they respond.

According to Chapter 3, working in collaboration entails joint constructions of language production that become explicitly refined. Teachers can employ this chapter to make group work effective by providing explicit instruction, encouraging talk to complete tasks, creating a clear group outcome and cognitively appropriate tasks, integrating the task with broader curriculum themes, allowing enough time to complete the task, and making sure students know how to work in groups. To enhance group work effectiveness, students can participate in picture sequencing and paired problem solving (Des-Fountain & Howe, 1992).

The spoken-written mode continuum of language in Chapter 4 includes literate talk (Chang & Wells, 1988), which helps students transition from the situational face-to-face interaction to the formal register of writing in academic subjects by (1) doing experiments in small groups, (2) introducing key vocabulary as a whole class, (3) teaching-guided reporting as a whole class, and (4) writing journals individually.

In Chapter 5, Gibbons argues that effective writers think about their writing and generally plan for it. Teachers can use this chapter to teach students genres (Schleppegrell, 2012) such as creative, personal, factual, and analytical genres, and to utilize the four-staged framework to access and to explicitly teach ELs and bilingual students the conventions of writing: building the field, modeling the genre, joint construction, and independent writing.
To achieve literacy success, readers need to consider themselves as code breakers, text participants, users, and analysts (Luke & Freebody, 1990), who bring their cultural knowledge to the act of reading. Teachers can utilize the reading comprehension strategies in Chapter 6 in three reading contexts: before beginning to read a text, teachers encourage students to predict from visuals and main ideas in the mother tongue. During the reading of a text, teachers use modeled reading, noticing visual layouts, thinking tracks, and shared book. After reading the text, students reread the text through story innovation, readers’ theatre, freeze frames, and monster cloze.

Chapter 7 offers activities in two types of classroom listening contexts (Nunan, 1990): one-way and two-way listening, which help teachers ensure students listen and focus effectively beyond simply recognizing sound patterns, a model that considers the listener as a passive tape recorder, rather than as an active meaning builder. In Chapter 8, teachers learn to design an integrated unit of language across the curriculum that considers students’ cultural knowledge, language-learning needs, and the language demands of the curriculum.

Although the author acknowledges the importance of enhancing the language development of bilingual students and English learners across the curriculum, her activities are applied only in a science classroom. Therefore, teachers may need to adapt the principles of listening, speaking, reading, and writing activities to the academic subject they teach.

Taken as a whole, Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom is an excellent guide and tool for teachers to help their students develop their language, and to learn through language. The practicality of the book is an informative source for teachers who enhance the instruction of ELs and bilingual students.

References


About the Author

Johanna Esquivel is an Instructor and a Doctoral Candidate in the department of Curriculum and Instruction at New Mexico State University, where she teaches classes on education, sheltered English instruction, and second language acquisition. Her concentration is Language, Literacy, & Culture, Bilingual Education. She holds a Master’s degree in Applied Linguistics with a focus on Foreign Language Pedagogy from the University of Massachusetts Boston. She is the President of the Critical Multicultural Educators Graduate Student Organization at NMSU. Contact: johann01@nmsu.edu or johanna305@hotmail.com
Conservative critics like Naomi Schaefer Riley in her 2016 book, *The New Trail of Tears: How Washington is Destroying American Indians*, point to government welfare policies as leading to family disintegration and a culture of dependency. Similar conservative criticism that led to the termination policy of the 1950s when some Indian reservations were terminated and the residents “set free” by the U.S. Congress only for many to sink further into poverty. Critics like Riley tend to ignore the long ethnocentric history of colonizing education (see, e.g., Reyhner & Eder, 2017) that denigrated American Indian languages and cultures and sought to replace them with English and a Euro-American culture. For example, in her 1999 autobiography Dr. Lori Arviso Alvord, the first Navajo woman surgeon, wrote how her father and grandmother were punished for speaking Navajo in school and were told by white educators that to be successful, they had to forget their language and culture and adopt American ways. She concluded, “two or three generations of our tribe had been taught to feel shame about our culture, and parents had often not taught their children traditional Navajo beliefs—the very thing that would have shown them how to live, the very thing that could keep them strong” (Alvord & Van Pelt 1999, 88). Alvord’s conclusion is supported by Hallett, Chandler and LaLone’s 2007 study of 152 First Nations bands in British Columbia. Their study found that “those bands in which a majority of members reported a conversational knowledge of an Aboriginal language also experienced low to absent youth suicide rates. By contrast, those bands in which less than half of the members reported conversational knowledge suicide rates were six times greater” (p. 396). Joy Harjo (Muscogee Creek) declares, “colonization teaches us to hate ourselves. We are told that we are nothing until we adopt the ways of the colonizer, till we become the colonizer” (as quoted in Mankiller 2004, p. 62).

For both immigrants and American Indians there is a downside to assimilation into dominant cultures. The National Research Council reported in 1998 that the longer immigrant youth are exposed to American culture the poorer their overall physical and psychological health becomes. They are more likely they were to engage in risky behaviors such as substance abuse, unprotected sex, and delinquency (Hernandez & Charney, 1998). A Navajo elder noted at the beginning of the twenty-first century:

T.V. has ruined us. A long time ago, they used to say, don’t do anything negative or say anything negative in front of children. It doesn’t take that long for a child to catch onto things like this. Therefore, a mother and a father shouldn’t use harsh words in front of the children… In these movies they shoot each other… Movies are being watched every day, but there is nothing good in it. (as quoted in McCauley, 2001, p. 242)

Interviewing Hopi elders, Hopi scholar Dr. Sheilah Nicholas (2010, 2013) found that they view the recent decline in youth speaking Hopi to be associated with their “unHopi” behavior leading to gang activity and disrespect of elders whereas the Hopi language is associated with traditional values of hard work, reciprocity and humility. American Indian and other youth need to develop a strong sense of identity that focuses on respect for oneself and others to make them less susceptible to peer group pressure and Madison Avenue advertising.
One of the most successful efforts at language and cultural revitalization is the establishment of language immersion schools (see e.g., Reyhner, 2010; Reyhner & Johnson, 2015). Studies show that language immersion schools can have far reaching effects on their students. In a case study of a new Hawaiian immersion teacher, a parent, asserted that part of the success of the school was that the teachers, staff and teachers show much “aloha.” Aloha is a Hawaiian word that is profound and complex, but above all it is wholeness of mind, body and soul and connectedness to the universe. In the school, aloha was shown by hugs by teachers, staff and students, opinion is sought and valued from all, and the realization that the school’s success is dependent on family, the unit working together. The children learned to respect one another, respect the space of others, and to work quietly and diligently on class activities. Teachers and staff are role models… (Kawai’ae’a, Kawagley & Masaoka, 2017, p. 92)

Luning and Yamauchi (2010, p. 53) in a study of Hawaiian families with children enrolled in a Hawaiian language immersion school noted how,

The Kaiapuni [Hawaiian language] curriculum was designed to incorporate the Hawaiian culture. Families reported that they valued the program’s emphasis on Hawaiian culture as much as its focus on the language. Several of the families placed a higher value on their children’s cultural education than on their academic achievement.

Supporters of Indigenous language immersion schools tend to see the “goal of Western education is to gain knowledge and skills in preparation for the work force, not to create good human beings who live a balanced life” (White, 2015, p. 167). Guadalupe Valdés (1996) reports a similar perspective in Mexican American immigrant families who think their children’s behavior is more important than their school grades, with respect for others central to the desired ideal. While not denying the importance of their children’s academic progress, their primary concern is the behavior of their children. Considering that the United States has more of its population in prison than any other country in the world, it is hard to fault these parents’ priorities. In regard to academics, immersion schools advantage students even on English language tests (McCarty, 2013: Johnson & Legatz, 2006; Wilson, Kamanā & Rawlins, 2006).

Language and cultural revitalization efforts across Indian country are working to not just revitalize tribal languages; they are working to revitalize and heal Indian communities by restoring traditional cultural values. It is one-size-fits-all, assimilationist English-only educational efforts, not government welfare policies as Riley (2016) and other conservatives contend, that produce the family disintegration today faced by many Indigenous and other people.

**Note:** Parts of this article are adapted from my contribution to the 2nd edition of American Indian Education: A History (University of Oklahoma Press, 2017) and my 2017 article Affirming Identity: The Role of Language and Culture in American Indian Education in Cogent Education available at: http://jan.ucc.nau.edu/~jar/AIE/Affirming%20Identity.pdf

**References**


Santa Fe, NM: Institute of American Indian and Alaska Native Studies
January 31, 2018

Pre-Registration closes January 31, 2018

INVITED SPEAKERS

Keynote Speakers
Kiva Auditorium

Thursday, March 1st, 2018 • SAUL RAMIREZ, Middle School Teacher at Henderson Middle School, El Paso, Texas and Author of The Champions’ Game
Friday, March 2nd, 2018 • RANDI WEINGARTEN, President, American Federation of Teachers
Saturday, March 3rd, 2018 • REGIS PEÇOS, Co-Director of the Leadership Institute at Santa Fe Indian School, New Mexico

Featured Speakers
Kiva Auditorium

DENISE SOLE COX, Project N
DR. KATHY ESCAMILLA, University of Colorado, Boulder, CO
DR. EUGENE GARCÍA, Arizona State University

Thursday, March 1st - Saturday, March 3rd, 2018

WHAT WE OFFER:

- A Critical Examination of Dual Language Educators Beyond the Standards Fetish: Ideology, Pedagogy, Access, and Equity
  DR. CRISTINA ALFARO
- The STEM for Dual Language Learners Initiative
  DR. ARMILDA BADIA
- Transformative Leadership in Dual Language Education
  DR. SONIA SOLTERO
- Pre-Conference Institutes

WHAT WE DO:

- Panel of National Experts on Dual Language Programs
  DR. VIRGINIA COLLIER & DR. WAYNE THOMAS
- Panel of National Experts on Native American Dual Language Programs
  DR. LILY WONG FILLMORE
- ELLS: What Administrators Need to Know
  JOHN SEIDLITZ
- Dual Language in Higher Education Special Interest Group Keynote
  DR. WAYNE THOMAS & DR. VIRGINIA COLLIER, George Mason University
- Special Guest Speakers
  DR. LORETTA SALAZAR, New Mexico Highlands University Coalition for the Majority • SEN. MARTIN HEINRICH, U.S Senate • REP. BEN RAY LUJAN, U.S House of Representatives • KARA BOBROFF, Native American Community Academy • KATRINA SANDOVAL, Native American Community Academy

NABE 2018 REGISTRATION PACKAGES

- LIFETIME PACKAGE:
  3-day Conference Registration
  Early Registration Rate: $445.00
  Please Note: This package is only available to individuals who have previously purchased a NABE Lifetime Membership.

- PLATINUM PACKAGE:
  3-day Conference Registration
  Early Registration Rate: $585.00
  Please Note: The school visit included in this package is scheduled for the same day as the Pre-Conference Institutes. Participants wishing to attend one of the Pre-Conference institutes should not register for this package.

- PREMIUM PACKAGE:
  3-day Conference Registration
  Early Registration Rate: $515.00

- CHOICE PACKAGE:
  3-day Conference Registration
  Early Registration Rate: $445.00

- PARENT/STUDENT PACKAGE:
  3-day Conference Registration
  Early Registration Rate: $310.00

- SATURDAY-ONLY PACKAGE:
  Saturday Conference Registration
  Saturday Continental Breakfast
  Early Registration Rate: $285.00

To qualify for the discounted Parent rate, you must not be a professional educator and you must be the parent of a child currently enrolled in a bilingual or ESL program (registration for this package requires uploading a letter (PDF only) on school letterhead from either your child’s teacher or a school administrator).

To qualify for the discounted Student rate, you must be a full-time student (registration for this package requires uploading a letter or schedule of classes (PDF only) from your college or university as proof of full-time student status).

BECOME A NABE MEMBER

Join a nationwide network of bilingual/multilingual education professionals, English learner (EL) teachers, paraprofessionals, administrators, professors, parents, students, advocates, researchers, and policy makers dedicated to promoting educational excellence and equity through bilingual/multilingual education. The National Association for Bilingual Education is the only national professional membership organization whose resources are exclusively committed to representing both English language learners and bilingual/multilingual education professionals. NABE has affiliates in 16 states and 3 international affiliates. NABE is your link to this network of colleagues who will provide you with the information and expertise you need to prepare your English language learners for a lifetime of successful learning.

WHAT WE OFFER:

- Four issues per year of NABE Perspectives magazine
- Discounted Rates for Subscriptions to NABE’s Bilingual Research Journal
- State and Regional Affiliation
- Weekly Issues of NABE eNews
- Representation & Advocacy at the National Level
- Networking Opportunities
- NABE Journal of Research and Practice

WHAT WE DO:

- Improve instructional practices for linguistically and culturally diverse children.
- Provide bilingual educators with more high-quality professional development opportunities.
- Secure adequate funding for the programs serving limited-English-proficient students.
- Keep the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms.

Contact information
Email: Conference.nabe@gmail.com
Phone: (225) 209-0224 • Fax: (985) 249-2771 www.nabe.org

Please visit the NABE Conference Website for updates: www.nabe-conference.com