



*Positioning Latino English Language
Learners for Success: Lessons
Learned from Inspirational Teachers*

*Kathryn B. Chval
TODOS 2014 Keynote*



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University of Missouri

Zia's First Sky Jump

- <https://www.youtube.com/watch?v=ebtGRvP3ILg>
- What do you notice in this short video filmed by Zia?
- What can we learn from Zia?
- Why would I choose this clip to start this conversation?



Disclaimers

- 25 Years of Opportunities
- Different Contexts
- Teachers Who Were Willing to Take the Risk and Share the Good, the Bad, and the Ugly



Highlighting Two Cases

Sara (Khisty & Chval, 2002; Morales, Khisty, & Chval, 2003; Chval, 2004; Chval & Khisty, 2009; Razfar, Khisty, & Chval, 2011; Chval & Chavez, 2011; Chval, 2012; Vomvoridi-Ivanovic & Chval, 2014)

Courtney (Chval, Pinnow, & Thomas, 2014; Pinnow & Chval, 2014)



How do teachers' assumptions and beliefs influence how they position ELLs?

Mary: And kids like Martinez and Dalia should really be ESL kids because **they have grown up with such bad examples of English, such a culturally small world** that I wish somebody could just be a little fly on the wall and hear some of the things Martinez says, it would completely make no sense...



How do teachers' assumptions and beliefs influence how they position ELLs?

Chval: And how would you explain ELL participation in mathematics classrooms?

Mary: Not enough, you know, like we just saw on the video. They're just... I think that they just get use to... I don't understand it and so I am going to just **take a power nap** over here, you know, or **play with my pencil, bug my neighbor**, you know.



How Does It Impact Their Practice?

Chval: Ok, do you think you call on more students this year than last year?

Beth: Yes

Chval: Ok, why do you think that is?

Beth: Um, last year I probably would have never called on Juan because I would be scared of what he says and this year I still am, but I feel more comfortable calling on him and trying to you know and see where we can figure out what he is thinking. I need to figure out what he is thinking so, ...



How do we move beyond awareness?

Beth: They, um, are **scared** to ask questions. They're not confident to come ask. Carlos is the first one that has ever come to me and asked, "What does this word mean, Mrs. Frasier?". So, you know, they are kind of **timid** and they stay back. They don't really just um ask the question and **they wait for you to come to them**. Sometimes it's hard to remember, oh yeah, I need to, you know, or even some of those words that they don't know, I would have never guessed they didn't know those. You know.



Positioning Theory

Positions in classrooms are social in that they can be viewed as the rights and duties that participants are required to carry out in specific social interactions. Thus classroom discursive practices become an important platform for establishing and circulating participants' positions (Davies & Harré, 1990; Harré & Van Langenhove, 1991).

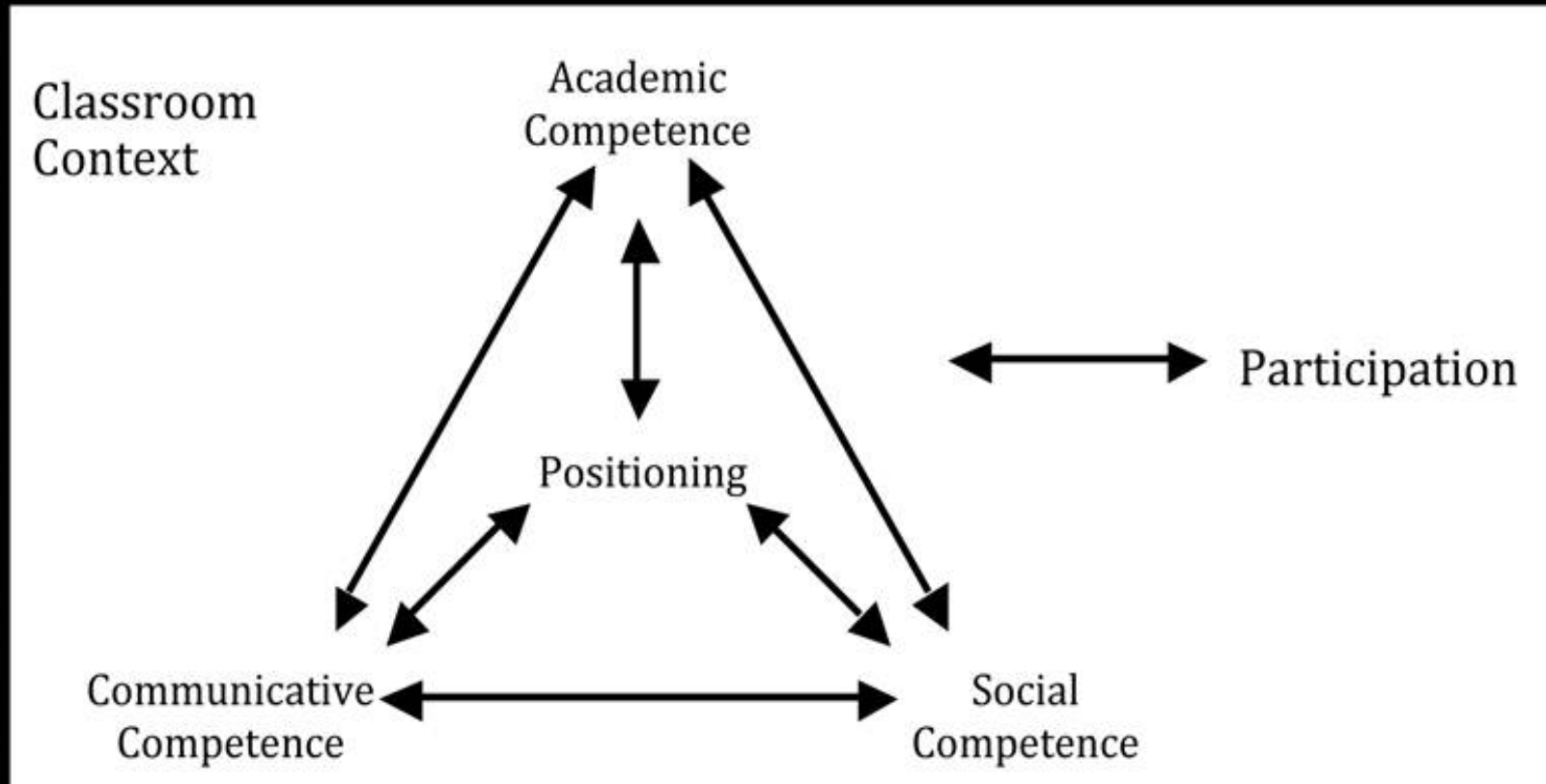


Questions to Consider

- What influences how a teacher positions certain children?
- How does a teacher position her/himself?
- How does a teacher influence how children position their peers?
- Can teachers learn strategies in relation to positioning?
- Why is positioning important?



Teachers must position ELLs for successful interactions!



Sara Positioned Students as:

- Contributors
- Family Members
- Teachers
- Role Models
- Experts



Sara

“So Dalia was asking Alejandro, and Alejandro didn’t know what to do. Alejandro wasn’t participating because he never asked for help. So somebody over here. Anybody. You move around. I’m only one person. Move around quietly and ask each other. You can teach each other. Walk around. Help each other. I can’t help all of you at the same time.”



How does the teacher
position herself?



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Sara and Courtney

- Established Conditions for Success
 - As Individuals, in Pairs, and in Whole Class
 - Eliminated Peer Domination
 - Used Strategic Partnering



Equipping
Students for
Successful
group work



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How do you establish a classroom climate
where students know how to compliment
one another?



How Do They Position ELLs in Front of Their Peers?

Mr. Hansen: [Referring to Rob]

You're gonna go Janessa's speed today, okay?- How could you explain this first one to her?



Stop what you
are doing. You
need to hear
from Lupita.

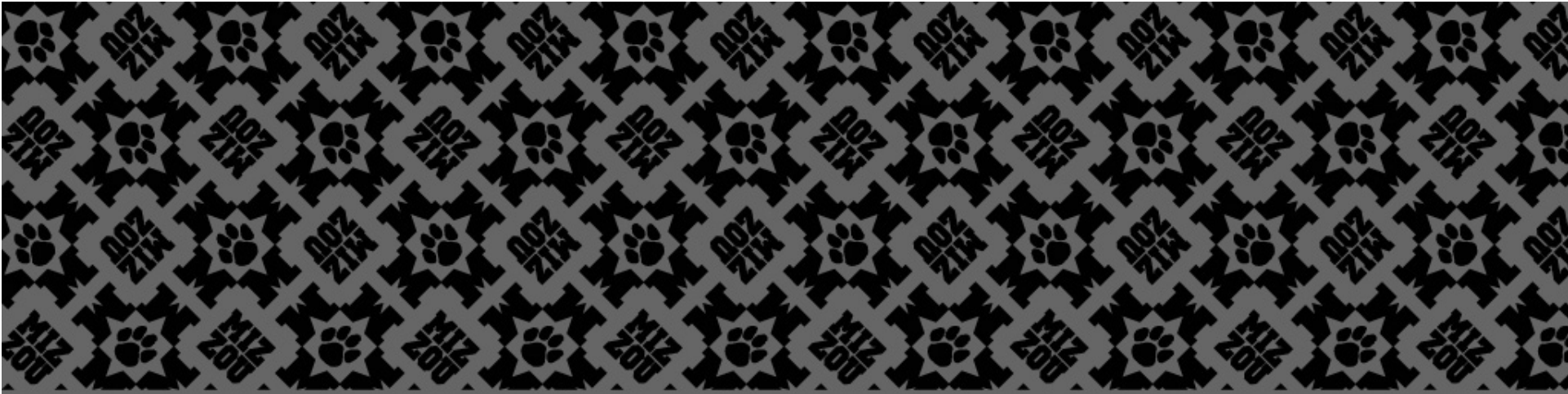


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Scanning student work to support their presentations.



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Violetta's Solution



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Would you say your Latino students are participating more this year?

Beth: I hope my teaching. I think they feel more comfortable in my classroom. I know that I have used them a lot as examples and they've come up to the board and explained things and I feel like that's just made them grow as a student and helped them blossom out and continue learning and so I feel like that should have something to do with it. They feel comfortable.





You have a
voice.
Others need
to hear what
you have to
say.



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Thank you!

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