

## FACILITATORS' SCRIPT FOR HMONG/ENGLISH PROGRAMS

(Hmong)

Session 3: DLI CHALLENGES

### **Kev Nyuaj Los Ntawm Kev Kawm Ob Hom Lus**

1. *Welcome the participants to the session. Reintroduce yourself.*
2. *Introductions*
3. *Workshop Topics*
4. Lub Hom Phiaj Hnub No: Kev Nyuaj Los Ntawm Kev Kawm Ob Hom Lus
5. *Session objectives (The two objectives are not divided during the presentation because they are interspersed throughout the session.)*

#### 6. Kev Nyuaj #1: Lus Askiv Muaj Zog Heev

Lus Askiv yog hom lus muaj zog tshaj plaws tsis yog nyob rau lub teb chaw no xwb tiam sis nyob toob lub ntej teb no. Peb cov tub ntxhais Hmoob lub neej nyob nrog lus Askiv txhua txia lub sij hawm ib puag ncig ntawm lawv kev ua si, saib yeej yam kiab, saib thiv vis, internet, video, thiab txhua yam; yog li lawv txog kev kawm lus sib tham pem ces yuav yoog yim thiab yuav ua rau lawv mob siab npos rau. Coob leej coob tus xum siv thiab hais lus Askiv dua siv lawv hom lus. Vim kev yooj kom zoo li cov phooj yooj ywg, hais lus Askiv mas tseem ceeb heev rau cov tub ntxhais thaj nam tawg rog uas nyob lub teb chaw yog li cov niam txiv yuav pom tias lawv cov me nyuam twb pib tsis siv lus Hmoob thaum lawv pib kawm ntawv nyob rau qib Kindergarten lawm.

Nyob rau tiam tom qab mus ces yog cov pog thiab yawg hais lus Hmoob rau cov xeeb txwv ces lawv yuav teb lus Askiv lawm xwb. Qhov no yog kev tshawb los ntawm cov neeg kawm txog haiv neeg cov lus. Qhov no lawv hus ua tiam “peb tiam neeg tus qauv”

Cov me nyuam uas hais lus Askiv tom vaj tom tsev txoj kev nyuaj tshaj ces yog kev muaj zog los ntawm lus Askiv. Yog hais tias nyob hauv tus me nyuam lub vaj tom tsev es siv lus Askiv xwb ces yuav nyuaj rau tus me nyuam kawm kom paub paub lus Hmoob. Thaum kawg ces tus me nyuam yuav siv lus Askiv rau lub sij hawm twg los tau tag rho.

7. *After reading each scenario aloud, have participants discuss the answer options at their tables. (Keep this moving - no more than one-two minutes.) Call on a table to share the answer they decided on, then explain why the other answers were not appropriate. Do this for all slides. If a table gets the answer wrong ask other tables if they agree and engage in discussion with the*



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group about the possible answers. **(The correct answers for the scenarios and the myth-busters can be found at the end of the ppt handout packet.)**

Piv Txwv 1 : Qho teb: b

Qhia rau: a Yuav tsis yog li. Cov tub ntxhais uas hauv lus tsev es hais lus Askiv xwb ces tos nco xwb twb yuav cia li siv lus Askiv lawm.

b. Tsis tag li thiab, cov tub ntxhais uas hais lus Hmoob xwb los tseem yuav muaj teeb meem qee rau tom vaj tom tsev thaum cov paub lus Askiv xwb tsis txhawj nrog lawv siv tham siv lus Hmoob.

c. Ib yam tseem ceeb txog ntawm kev kawm ob hom lus ces yog kom cais ob hom lus kom meej meej. Qhov no ces poob mus rau ntawm tus xib hwb, tsis yog cov tub ntxhais kawm ntawv, tias yam lus twg yog yam kawm thiab siv rau lub sij hawm twg.

8. Piv Txwv 2 : Qho teb: C

Qhia rau: a. Nws yuav tau taub nws pob thiab yawg zoo thiab nws yuav paub hais nrog nkawd sib tham me ntsi tiam sis ntej mus ces nws yuav tsis paub nws hom lus zuj zus mus lawm

b. Lub hom phiaj ntawm kev kawm ob hom lus ces yog kom paub zoo zoo thiab meej meej ob hom tib yam nkaus. Qhov no yuav siv ciaj nyoog ntev thiab ntau lub xyoo. Txawm tias thaum pib es yuav keej thiab paub ib hom lus duas, xws li qhov ntau ces yog lus Askiv. Tsis tag li, mus kawm nyob rau ob hom lus tsis yog hais tias cia li uas rau koj tus me nyuam paub thiab txawj ob hom lus.

c. Kev tshawb fawb pom tau tias cov me nyuam thaj nam tawg rog uas paub ob hom lus lawm los lawv tseem xum hais lus Askiv. Thaum kawg, cov me nyuam thaj nam tawg rog no cov xeeb txhwv ces paub hais lus Askiv lawm xwb.

9 - 10. Tsee – Cuav

*Activity: Myth-busters. Participants work in groups at their table. Explain that they are the DLI Myth-busters. Their task is to come up with a response to this myth. Display and read (or have a participant read) the Hearsayer statement. Tables have two minutes (or less if you see they are ready) to discuss and decide upon an appropriate response. Ask for one or two responses, then click on the slide to see the correct response. (More myths after other challenges.)*

11. Kev Nyuaj #2: KEV NTSUAS/XEEM NTAWV HAUV LUB XEEV

Testing is used in schools to measure student achievement. The Minnesota Comprehensive



Assessments (MCA) are the state tests that help districts measure student progress toward Minnesota's academic standards. Students take tests in reading and math, beginning in grade 3, and science, beginning in grade 5.

These tests are a challenge for DLI students who have received initial literacy instruction in Hmong during the primary grades. Because of the lag in their English reading skills, they may score poorly not only in English reading but in math and science as well. This affects both groups of students. English home language speakers will likely score lower than their third-grade peers, though they usually catch up within a year after formal instruction in English language arts begins. *(You will have to explain – here and wherever we talk about English home-language speakers - that this research is based on majority culture, native English speakers. The lag may take longer for Hmong heritage speakers whose parents may be ELs themselves.)* Hmong speakers, however, take much longer to develop strong enough English literacy skills to do well on standardized tests.

Another consequence of statewide testing is that schools feel pressured to start English earlier than they need to in order to show high test scores on the MCA.

12. *Piv Txwv 3: Oho teb: b & c.*

*Qhia rau: a. Ib co tub ntxhais uas hais lus Askiv xwb tom vaj tom tsev yuav xeem tau rau lawv tus MCA. Qhov no yog ib yam uas cov niam txiv muaj tus me nyuam nyob rau chav kawm ob hom lus txhob rawm txawj txog yog tus me nyuam xeem tsis tau.*

13. *Piv Txwv 4: Qho teb: b*

14-15. *Myth-busters*

If you are concerned about your child's performance the best way to check is to talk with the classroom teacher. It's also important to keep in mind that school learning is not just about academics. Schools are also places where children learn important social skills, cultural understandings, and how to be a good citizen, none of which are assessed on standardized tests.

16-22. *Activity: Needs to be prepared ahead of time.*

*Missing words! Depending on the size of your group, the physical space, and how much time you have, **choose one of the following options:***

1. *Match-up activity (participants move around and speak with people other than those at their table): One half of the participants (sheet A) have the main sentences and the other half (sheet B) have the missing words. Parents can work in pairs (if necessary) so that both languages are represented. Parents find a twosome of the opposite letter and*



*match one sentence with its missing part. They record their answer by writing either the number or the letter in the correct box and one of the two should write his or her initials as well. Then they find another twosome and do the same. By the end they should have spoken with at least three different pairs of parents. When everyone has finished, correct the answers with slides 17 – 22.*

- 2. Table activity: Print out and distribute 2-page activity sheet (sentences and missing words) to each group. Participants complete the sentences by writing in the letter of the missing words. When everyone has finished, correct the answers with slides 17 – 22.*

23. *Break*

#### 24. Challenge #3: Learning Difficulties and Learning Disabilities

When students struggle, parents often jump to the conclusion that it is because their child cannot cope with learning two languages at the same time. It is true that for some children, the DLI setting can be more challenging than for others. But you have learned that it takes time to develop language and literacy and that a lag in these skills in the early years of elementary is to be expected. If you or your child's teacher suspects it is more than that, it is important to discuss your concerns. Other learning specialists at the school may also be part of the discussion.

25. *Research findings*

26. *Scenario #5: Answer: a & c*

27. *Scenario #6: Answer: a, b, c*

28-30. *Myth-busters*

#### 31. Challenge #4: Bilingual kids - Monolingual parents

Parents often worry that they will not be able to help their child if they are not bilingual or biliterate themselves. But there are many ways that you can support your child, even if you do not speak both languages of the DLI program.

32. *Scenario #7 - Answer: a, b, c*

33. *Scenario #8 - Answer: a*

*Explain:*

- b. When you read aloud you are modeling fluency, expression and pronunciation, so you should read in the language you are most comfortable with.



c. The role of English at home will depend on the program model and will change as students move up in the grades. Your child's teacher will communicate with you about how to support your child's biliteracy development. *(Explain the expectations for your program model.)*

#### 34-37. Mythbusters

38-42. Activity: *What's a parent to do?* Depending on the size of your group, the physical space, and how much time you have, **choose one of the following options:**

a. *Card-exchange activity (participants move around and speak with people other than those at their table): Distribute index cards (or construction paper squares) of two different colors, half of the parents receiving one color and the other half the other. Parents find a partner with the opposite color.*

*Display the first question. Color A parent reads the problem and Color B parent offers advice, based on what they've learned about the challenges this evening as well as thinking back to sessions 1 and 2. After one minute, parents exchange cards (and roles) and find a new partner. Go on to the second problem. (Just as with the Missing Words activity, parents may choose to team up with someone of the other language group and work as a twosome.)*

b. *Table activity. Parents stay seated at their tables. Print off the activity sheet and distribute one to each group. Participants take turns asking a question and the others all offer advice. If you have time, you may want to share out the answers.*

#### 43. Survey

