



Cultivating Sustainable Immersion Programs to Support Diverse Learners



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Image: Gerd Altmann

<https://chericem.weebly.com/presentation-materials.html>



The Challenge



How can we **cultivate sustainable immersion programs** that effectively support diverse learners?

Image: Gerd Altmann




I can...

**1) Define
sustainability**

**2) Describe
best practices
in sustainable
learning**

**3) Adapt
sustainable
strategies for
my context**

A close-up photograph of a small, vibrant green plant with thin, blade-like leaves growing out of a crack in a grey cobblestone pavement. The scene is brightly lit, casting a sharp shadow of the plant onto the adjacent stone. The overall image serves as a metaphor for resilience and growth in a structured or challenging environment.

**What do we mean by
sustainability in
immersion education?**

**“Sustainability is based on a simple principle:
Everything that we need for our survival and well-being depends,
either directly or indirectly, on our natural environment”
(EPA, 2021).**





Barriers to Sustainability

(Wikipedia, 2021)

Educational climate change
without autonomy
or resources
for innovation

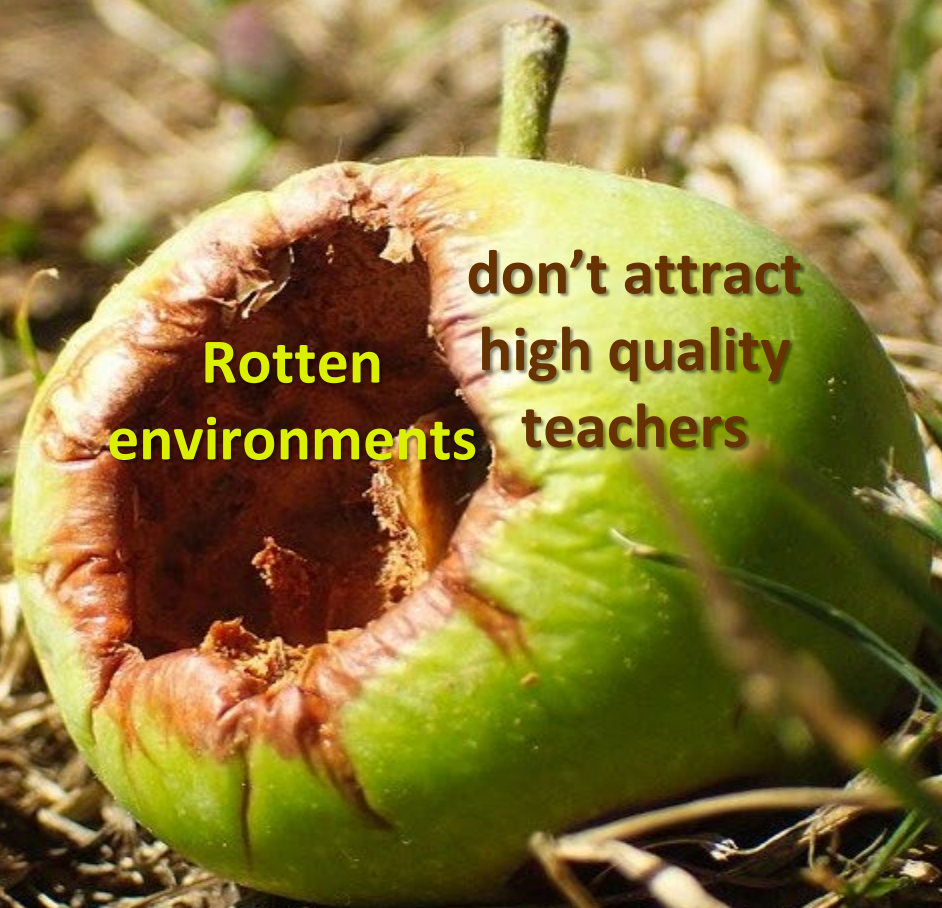


Environmental degradation
due to societal expectations,
state policies and regulations,
and uninformed administration

Overconsumption
of teachers' mental
and emotional energy

Lack of student & teacher biodiversity
unsupported by recruitment,
preparation, curriculum, or
professional learning

Population growth
outpaces teacher supply



**Rotten
environments**

**don't attract
high quality
teachers**



“Sustainability is the **integration of environmental health, social equity, and economic vitality** in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come....”



“The practice of sustainability recognizes how these issues are interconnected and **requires a systems approach...**”
(UCLA Sustainability Committee).



Students

Teachers



Immersion Education Program



**Linguistic,
Cultural, and
Pedagogical
Competence**



Seeds
of
Sustainability

future
teacher

How do we harvest them?





**First, we have
to plant them!**

A hand is shown from the bottom left, cupping a green-tinted world map. Overlaid on the map is a large, stylized apple logo with a stem and two leaves. The background is a bright green with a bokeh effect of light spots.

**Spanish Teaching Major
DLI Minor Program
STARTALK Institutes
Spanish Pedagogy M.A.
SLaT M.A.**

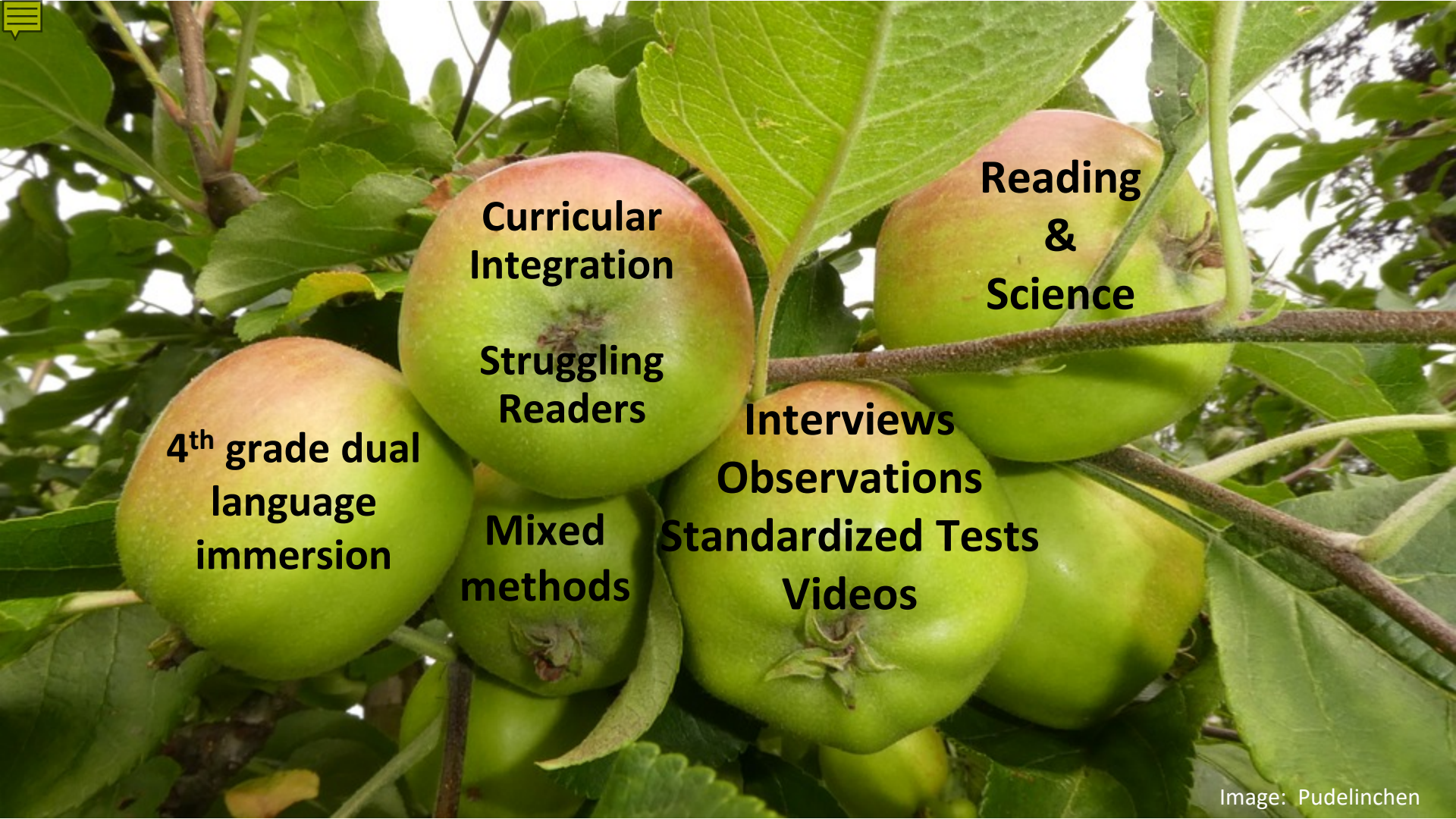
My Contexts



Ellen Knell, Ph.D.

**Blair Bateman,
Ph.D.**

**Cherice
Montgomery, Ph.D.**



**Curricular
Integration**

**Reading
&
Science**

**Struggling
Readers**

Interviews

**4th grade dual
language
immersion**

Observations

**Mixed
methods**

Standardized Tests

Videos



Evaluation
(frequent needs assessments)

Ecological perspective
(interdependent systemic partnerships)

Emotional engagement
(a crucial energy source)

Energy
(reduce, reuse, recycle, replenish)

Intentional innovation
(models, partners, processes, practices)



Key Contributors to Sustainable Learning



Dual Language Immersion

What is Dual Language Immersion?

- Students (K-12) spend half the school day in English and half the day in the target language.
- Students learn subject matter (math, science, social studies) in the target language.
- Research shows that immersion students score as well as or better than their monolingual peers in English and in subject areas (math, science, social studies, etc.).
- Students reach high levels in the immersion language in speaking, listening, reading and writing.

Why does Utah need DLI teachers?

- Utah leads the nation in immersion education
 - 246 programs
- Over 59,000 students are enrolled in DLI programs in Utah
- Trained teachers are desperately needed at the elementary and secondary level
 - Spanish
 - French
 - Chinese
 - Portuguese
 - German
 - Russian

How does BYU prepare students?

- By adding a minor in Dual Language Immersion K-12 Teaching, education majors can earn a Utah DLI endorsement in only 16 credit hours.
- BYU students with advanced language skills can learn to effectively teach language, culture, and subject areas.
- Students who successfully complete the DLI minor earn both a DLI endorsement and a world language endorsement in their immersion language.
- Utah teachers with a DLI endorsement may teach at either the elementary or secondary level, regardless of which level of license they hold.

How can I find out more?

- Go to cls.byu.edu/programs/dli
- Contact the Center for Language Studies (3086 JFSB)
Email: cls@byu.edu
Phone: 801-422-1201

dli.byu.edu



CENTER FOR
LANGUAGE STUDIES
BYU COLLEGE OF HUMANITIES

P.R. Your
Program

Elementary Ed.
& Secondary WL

Needs
Assessment:
Recruitment

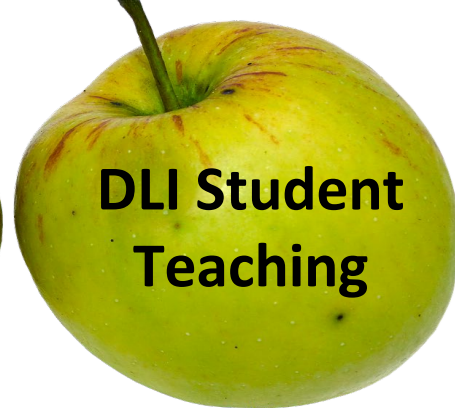
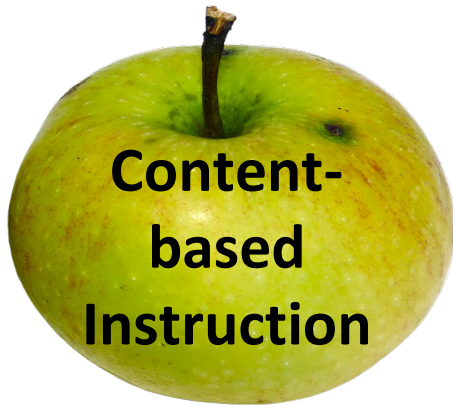
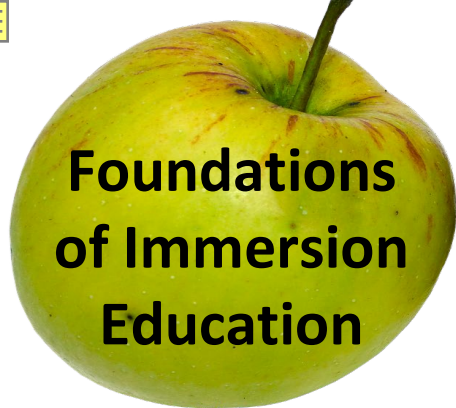
DLI Credit
Page

Major Fair
w/ FL & w/
Education

Teaching
Minors

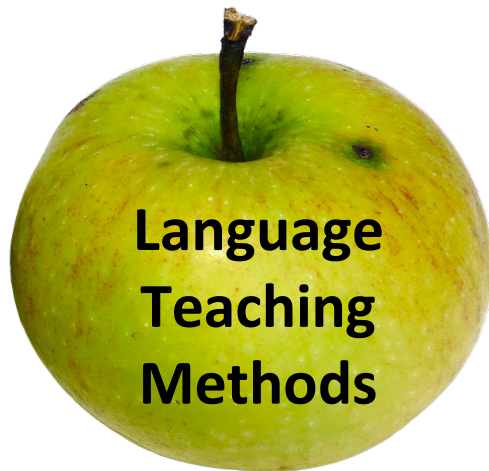
Returned
Missionaries

Image: Prawny



Needs Assessment: More Flexible Course Sequencing

**Make it easy:
What do they
have and what
do they still
need?**



**Practicum
component in
every course**



Ecological Perspective

Image: Lumix2004

Interdependent Systemic Partnerships



**DLI
Directors**

**DLI Teachers
& Program
Administrators**



University Faculty



Model Emotionally Engaging Best Practices



Images: Cherice Montgomery



Model Self Care

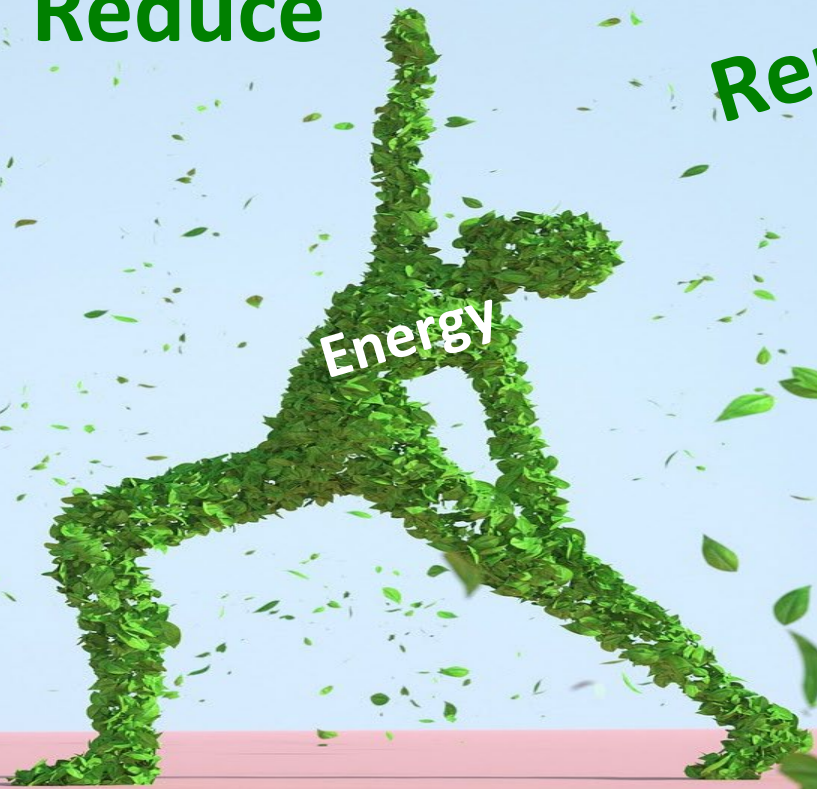
Reduce

Reuse

Energy

Recycle

Replenish





Intention

Invest in...

Integration

Innovation



Intentional Innovation: Essential Information



Immersion Look Fors



Immersion Guiding Behaviors

I use the target language 100% of the time and encourage my students to do the same.

(Student Use of Target Language)

I ensure that I make myself comprehensible to all my students.

(Comprehensible input)

I check to be sure that all of my students understand the input I provide.

(Checking for Understanding)

I plan learning opportunities that engage all of my students all of the time in the target language.

(Engaging all Learners)

I model steps and directions before asking students to do independent work.

(Scaffolding and Modeling)

DLI Core Instructional Strategies Observation Protocol

School _____ Teacher _____
 Date _____ Grade _____ Class/Period _____ # Students _____
 Observer _____ Part of Lesson (Beg, Middle, End) _____
 Subject _____ Instructional Goal _____
 Class Activity _____

Circle, write, check and/or tally observed strategies. At the end of the observation, use the following scale to rate each item:

| | | | | | |
|---------------------|---|-----------------------|---|------------------|-----|
| Highly Evident 4 | 3 | Somewhat Evident 2 | 1 | Not Evident 0 | N/A |
|---------------------|---|-----------------------|---|------------------|-----|

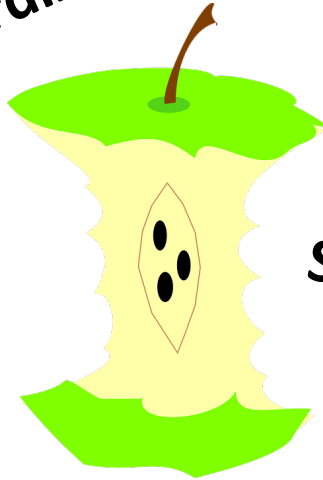
| Content & Language Objectives | Write, tally or check observed strategies | Rate |
|--|---|---------------|
| Content objective posted | | 4 3 2 1 0 N/A |
| Language objective posted | | 4 3 2 1 0 N/A |
| Content objective introduced to students | | 4 3 2 1 0 N/A |
| Language objective introduced to students | | 4 3 2 1 0 N/A |
| Students interact with objectives: <i>Choral read, individually read, read with a partner, write or highlight objectives, process as a group, discuss with a partner</i> | | 4 3 2 1 0 N/A |
| Content objective is revisited throughout the lesson and at closure | | 4 3 2 1 0 N/A |
| Language objective is revisited throughout the lesson and at closure | | 4 3 2 1 0 N/A |
| Comprehensible Input | Write, tally or check observed strategies | Rate |
| Visual Support: <i>visuals, objects, body language, gestures, videos, realia, Total Physical Response (TPR)</i> | | 4 3 2 1 0 N/A |
| Context: <i>preview material, activate background knowledge, graphic organizers, storytelling, songs and chants help connect new language with meaning.</i> | | 4 3 2 1 0 N/A |
| Adapted Language: <i>speech tempo & complexity, explicit/clear articulation, new language stands out, new language is recycled, ideas are rephrased and/or explained in more than one way, language is clarified through explanations, definitions, examples and non-examples</i> | | 4 3 2 1 0 N/A |

Integration of DLI Core Instructional Strategies



Integration of DLI Core Instructional Strategies

Don't
standardize



Scaffold!

Utah DLI Core Instructional Strategies

Language supports for extended utterances increase _____

| SENTENCE FRAMES | Explicit Instruction of VOCABULARY IN CONTEXT | THEMATIC / FUNCTION WALLS |
|--|---|--|
| _____ is (bigger/smaller) than _____; it is the size of _____. | Gallery walks | science or math walls, verb wall, sequence word wall, connecting word wall |
| When? | | |

Student engagement is _____

| COGNITIVE | VISUAL | PHYSICAL | ORAL |
|------------|---|---|--|
| think time | hand signals, whiteboards, clickers, response cards, thumbs up/down | TPR, Cornell note taking, move to the answer, four corners, opinion lines | choral, turn and talk, think-pair-share, precision partner, small group discussion, teach-teach, mirror, blow it away, paraphrase to a partner |

EVERY opportunity in a DLI classroom should be paired with an oral response!

When?

Checking for understanding is _____

for the purpose of: (1) monitoring student progress and (2) informing instruction using the following OTRs:

| VISUAL | PHYSICAL | ORAL |
|--------|----------|------|
| When? | | |



Integrate scaffolding for teacher tasks



Identify the LANGUAGE Objective for the Unit

Plan at least one language, content, and culture objective for your unit.

Language Objective:

(What communicative skills will this unit help learners to develop?)

Students will (communicative function) about (global issue or social problem) using (grammatical structure) and (vocab. topic) at the (proficiency level) level.

Communicative Functions

- Ask for directions, info., help
- Circumlocute or paraphrase
- Clarify or verify understanding
- Compare & contrast
- Defend an opinion
- Describe (events, people, places, problems)
- Explain (convey info. in steps)
- Express dis/agreement, emotion
- Give advice, recommendations, or suggestions
- Hypothesize
- Make appointments or plans
- Make excuses or requests
- Narrate (relate a story)
- Offer or refuse help
- State a preference or opinion
- Support an opinion (with a reason or logical argument)

Global Issue or Social Problem

What will students discuss?

- Advertising → Innovation
- Animals → Ecology and environmental issues
- Art → Cultural heritage, social action
- Body → Emergencies, health care, healthy living, hygiene
- Bullying → War, peace, conflict resolution, prejudice
- Clothing → Fashion, identity
- Daily routine → Beauty & aesthetics
- Descriptive adjectives → Personal identity
- Family → Family heritage
- Food → Food security, hunger, or nutrition
- Holidays → Cultural traditions
- House → Homelessness
- Media → Global challenges
- Nationalities → Immigration, human rights, refugees
- Physical descriptions → Diversity, friendship, identity, inclusion, self-expression
- Places & professions → Community engagement
- School → Education/literacy
- Shopping → Poverty and unemployment
- Travel → Exploration, human rights, [sustainable development](#)

Grammatical Structure

- Adjectives
- Conditional
- Demonstratives
- Future
- Imperatives
- Imperfect
- Imperf. subjunctive
- Interrogatives
- Near future (ir + a)
- Past perfect (había)
- Preterit (past tense)
- Possessive adjs.
- Present perfect (he)
- Pres. progressive
- Pres. subjunctive
- Present tense
- Pronouns

Proficiency Level

- Novice
- Intermediate
- Advanced
- Superior
- Distinguished

Sublevel

Low Mid High

Language Objectives

Content Objective: *(What global issue or social problem will learners explore during this unit?)*

Students will *(critical thinking task)* *(global issue or social problem)* in *(cultural context)* using information from *(academic subject area/career cluster)* at the *(grade)* level.

Critical Thinking Tasks

What will students DO with content?

- Analyze
- Categorize
- Classify
- Compare & contrast
- Confirm cultural interpretations
- Create
- Critically interpret
- Evaluate
- Generalize
- Hypothesize
- Infer
- Investigate
- Justify and defend
- Observe & reflect
- Predict
- Prioritize
- Problem-solve
- Sort
- Synthesize

Global Issue/Social Problem

What topic will students discuss?

- Aging/generation gap
- Beauty & aesthetics
- Childhood & adolescence
- Community engagement
- Crime & safety
- Cultural heritage & traditions
- Current events
- Democracy & human rights
- Diversity, interculturality, inclusion
- Ecology & environment
- Economic issues
- Education & literacy / careers
- Entertainment/fashion/fine arts
- Exploration, immigration, refugees
- Family heritage/violence
- Food security, nutrition
- Friendship & love
- Global challenges
- Health care & hygiene
- Identity & self-expression
- Poverty & unemployment
- Prejudice & stereotyping
- Science & technology
- Women

Cultural Context

In what context(s)?

- Country
- Cultural event
- Cultural issue
- Culturally important site
- Cultural product, practice, or perspective,
- Geographical region
- Historical event or time frame
- Cultural institution or organization
- Social group or setting
- Specific person, group, or subgroup of people

Academic Subject Area

- Agriculture
- Art & Design
- Business & Marketing
- Construction & Manufacturing
- Education
- Family & Consumer Science
- Finance
- Government
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law & Public Safety
- Literature/Humanities
- Music & Performing Arts
- Physical Education
- S.T.E.M.
- Social Studies/History



Culture Objective:

(What cultural understandings or experiences do learners need to communicate successfully about the unit theme?)

Students will (cultural exploration task) in/from/about (cultural context, product, practice, or perspective) using (pragmatic tools or cultural resources) at the (proficiency level) level.

Cultural Exploration Tasks

What will students DO with culture?

- Explore** culturally authentic artifacts, materials, realia, or texts
- Observe** cultural products and practices
- Reflect** on own culture
- Participate** in cultural activities/practices
- Interact** with cultural communities
- Compare & contrast** cross-cultural similarities and differences
- Investigate** multiple perspectives
- Critically interpret** cultural experiences
- Confirm** cultural interpretations

Cultural Contexts

In what cultural context(s)?

- Country
- Cultural event
- Cultural issue
- Culturally important site
- Cultural product, practice, or perspective
- Geographical region or location
- Historical event or time frame
- Institution or organization in the target culture
- Profession in the target culture
- Social group or setting
- Specific person, group of people, or subgroup of people

Pragmatic Tools

How?

- Body language
- Cultural/interactional norms
 - Distance (proxemics)
 - Gaze
 - Register
 - Silence
 - Speech acts (Asking answering questions, correcting, expressing disagreement, implying, interrupting, inviting, rejecting, requesting, suggesting, turn-taking)
- Touch (haptics)

Cultural Resources

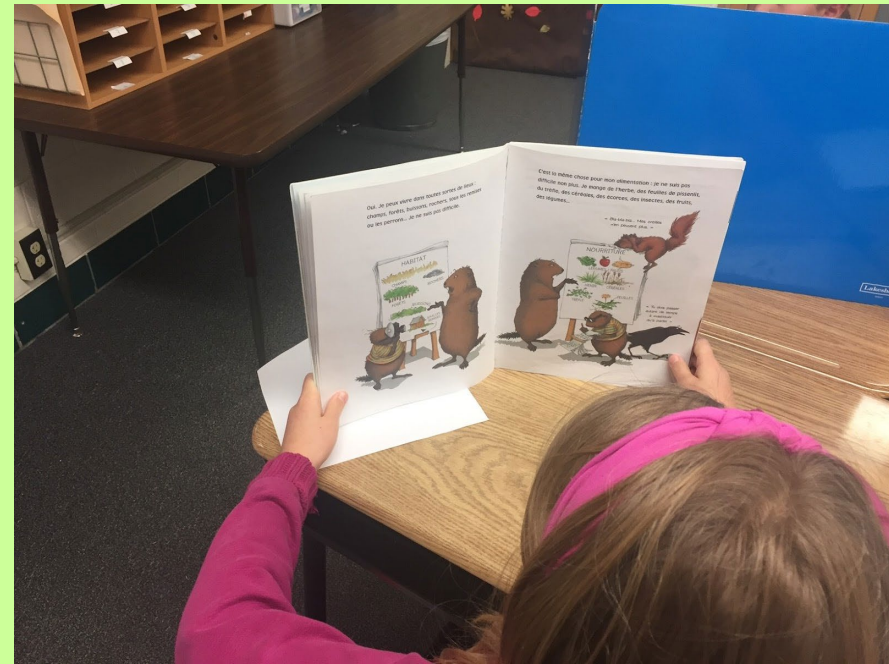
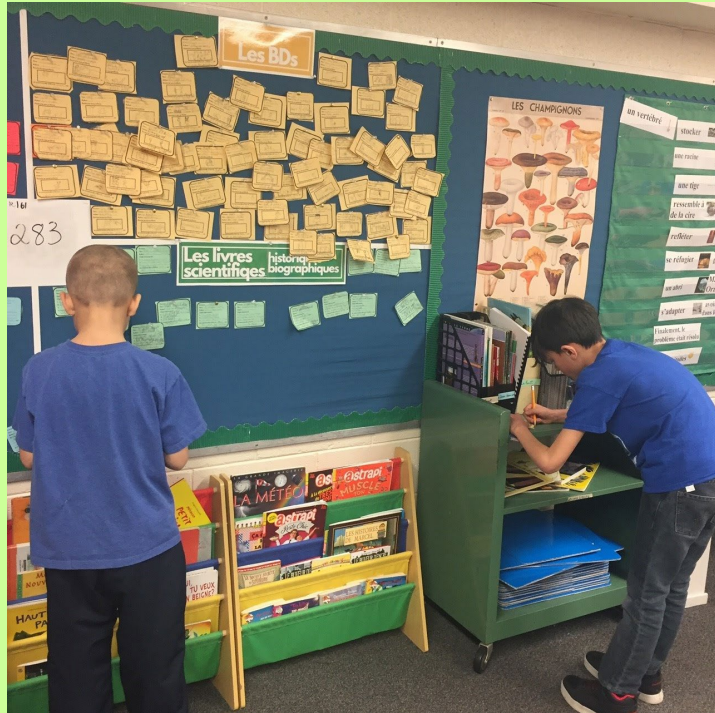
- Cultural artifacts, objects, or realia
- Cultural informants
- Culturally authentic resources or texts





Innovation

Integration of Research & Teaching



Biliteracy & Science

Innovation: Mentoring Teacher-Leaders





Invest in renewable sources of energy...



Early Registration Ends November 15, 2021



<https://2trec.utah.edu/dliimmersionconference>
EMBRACING LANGUAGES AND CULTURES FOR A BETTER WORLD

8TH INTERNATIONAL CONFERENCE
ON IMMERSION & DUAL LANGUAGE EDUCATION

March 2-5, 2022 | Grand America Hotel | Salt Lake City, UT

Register here: <https://2trec.utah.edu/dliimmersionconference>

Images: Tibor Fazakas & L2TREC



**...and
watch your
programs
bloom!**



Sustainable learning produces...





...flourishing teachers and...



...sustainable programs!



**What next step
will you take toward
sustainability?**



It might require you to break the mold!



Key Principles of Sustainability: Think organically!

- S:** Support new teachers and administrators
- U:** Use partnerships and PLCs
- S:** Simplify teacher tasks with state-wide protocols
- T:** Target “invisible” issues by modeling best practices
- A:** Advocate for biodiversity
in perspectives, practices, & programs
- I:** Invest in intention, integration, & innovation to
renew teacher energy
- N:** Nurture identity, community, capacity, & agency/autonomy





**What
questions do
you have?**



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