Creating Fertile Spaces For Refugees In our Schools

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Karin’s Thoughts and Feelings

One of the teachers, Karin, ...reported that several of her students had problems getting to school in the morning. Therefore, Karin and some of her pupils agreed on a coping strategy.

Karin: I definitely get involved in the private lives of my students, perhaps more than I would have done otherwise.

So I asked him, ‘What is it that makes you not go to school?’, and he answered, ‘Yes., no.’.

I asked the same question to this girl who cannot sleep at night, is crying and terribly depressed.

So we made a deal, a joint agreement that they should not decide that they were ill before they got up, had taken a shower and eaten breakfast, unless they actually had a fever.

Interviewer: Did it work?

Karin: Yes, he is at school much more [laughs], and the same applies to this girl. It was rather sweet, one of the first times she did not come to school I got a text message: ‘I have done everything you said Karin but I am still not able to come to school.’

(Pastoor, 2015, p. 249)
Intercultural Communication Framework
(Marshall, 1994; Marshall & DeCapua, 2013)

Step 1: Establish and maintain a relationship

- Infuse instruction with interpersonal elements
  - Teacher and students
  - Students together
  - Students with family members

Step 2: Identify priorities in both cultures

- Adapt instruction to accommodate learner priorities
- Develop learner awareness of community priorities

Step 3: Make associations between familiar and unfamiliar

- Move from familiar to unfamiliar schemata
  - Linguistic
  - Content
  - Formal
- Build associations between familiar/unfamiliar concepts
Class Survey Project
For Hmong Refugees
## Mutually Adaptive Learning Paradigm®
### MALP® Teacher Planning Checklist

### A. Accept Conditions for Learning

<table>
<thead>
<tr>
<th>A1. I am making this lesson/project immediately relevant to my students’ lives.</th>
</tr>
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<tbody>
<tr>
<td>A2. I am helping students develop and maintain interconnectedness with each other.</td>
</tr>
</tbody>
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### B. Combine Processes for Learning

<table>
<thead>
<tr>
<th>B1. I am incorporating both shared responsibility and individual accountability.</th>
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<tbody>
<tr>
<td>B2. I am scaffolding the written word through oral interaction.</td>
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</table>

### C. Focus on New Activities for Learning

<table>
<thead>
<tr>
<th>C1. I am focusing on decontextualized tasks requiring academic ways of thinking.</th>
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</thead>
<tbody>
<tr>
<td>C2. I am making these new tasks accessible with familiar language and content.</td>
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