

Past the Language Barrier: Improving Communication Skills with Patrons Learning English as a Second Language

GEORGIA LIBRARY ASSOCIATION

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Introduction

A LITTLE OF MY BACKGROUND

WHAT DO YOU KNOW THAT I DON'T?



RESOURCES & HANDOUT: WWW.MLMCC.COM

Outline

1. Language Learners in Georgia
2. Avoiding assumptions
3. Adapting your language to communicate with English learners
4. Working with translators
5. Enhancing resources for English learners in your library
6. Enhancing programs to serve English learners in your library
7. The Global Village Project/Clarkston Community Library Summer Book Club
8. Questions/discussion



1 Language Learners in Georgia

HOW MANY ARE THERE?



Language Learners in Georgia

Immigrants:

- In 2015, 1 million immigrants - 1 in 10 Georgians
- 8% more are native-born Georgians with at least one immigrant parent.
- About 375,000 are undocumented; 30,000 DACA
 - Immigrants contribute billions in taxes
 - Add billions as consumers
 - Nearly one in 5 are self-employed business owners.

Top 4 Countries of origin	
Mexico	25.7%
India	8.6%
Korea	4.1%
Jamaica	3.2%

Language Learners in Georgia

Refugees

- A special category of immigrant – forced to leave
- An average of 2200/year in GA since 1982
- Many have limited or interrupted education
- Many, many languages and multiple cultures within countries.

Top Countries of origin 9/16-12/16	
Democratic Republic of the Congo	235
Syria	164
Somalia	133
Burma	112
Bhutan	60
Afghanistan	47
Iraq	42
El Salvador	41
Ukraine	25

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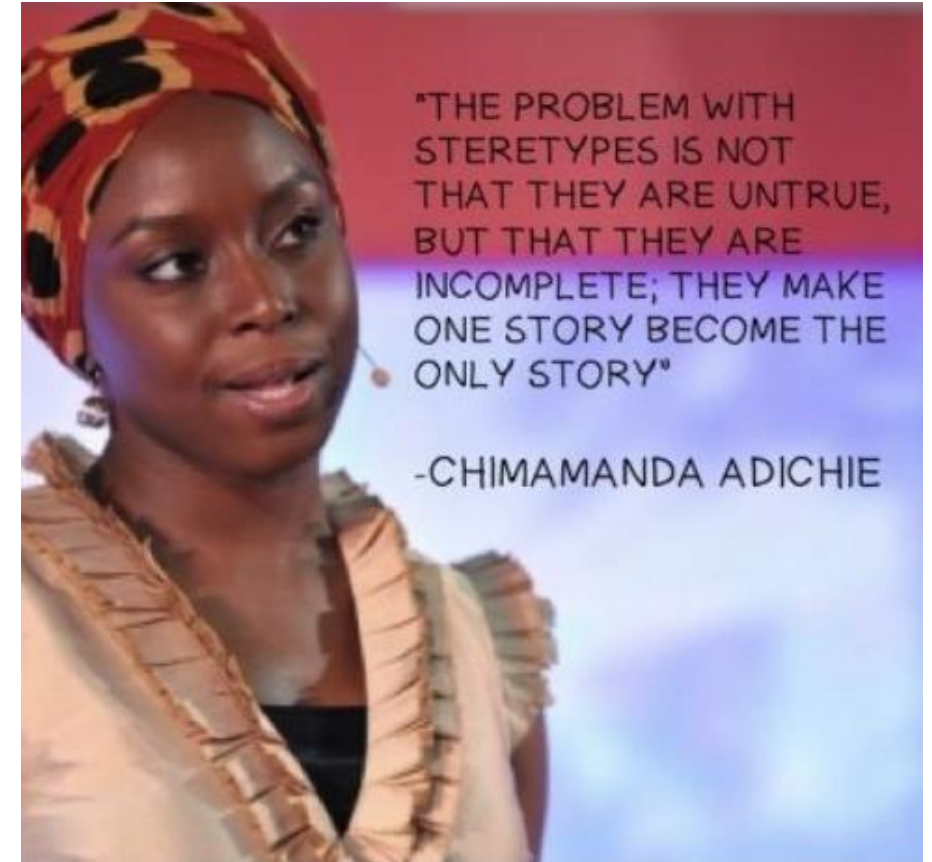


Avoiding Assumptions

WHAT IS AN ASSUMPTION TO AVOID?

Avoiding Assumptions

- English level
- Educational background
- Stage of acculturation
- Understanding of cultural expectations and norms
- Understanding about libraries' purposes, use and etiquette



3

Adapting Language to Communicate with English Learners

WHAT HELPS UNDERSTANDING WHEN WE SPEAK DIFFERENT
LANGUAGES?



Articulate Clearly

Pronounce sounds clearly, but naturally

No: *What is your name?*

No: *Wachername?*

Yes: *What is your name?*

Separate words, rather than blending them together.

No: *Jeetyet?*

Yes: *Did you eat yet?*

Shorten sentences, use direct construction



Use facial expressions, gestures, objects, pictures, text

What Helps:

- Context – background, images
- Non-verbals: facial expressions, gestures, objects, pictures, text
- Simplification of language
- Clarity of speech
- Frequently checking for Comprehension



Check comprehension and paraphrase when necessary

Do not ask, “Do you understand?”

- Ask a question
- Ask for an action
- Observe behavior
- Ask for a signal
- Ask someone to explain it back to you



4 Translation & Interpretation

HOW CAN WE COMMUNICATE WITH PATRONS WHO DON'T SPEAK ENGLISH?

ပအိန်ဒီးပုလလအကတိပုကညိကျိန်သုဖဲအုရှုန်စန်ထာ်လါ
ကမၤစၢၤနၢအဂီၢ်န့ၣ်လီၤ. လၢတၢ်လိၣ်ဘၣ်တမံၤ
လၢလၢအဂီၢ်, ဝံသးစူၤကိးဘၣ်လိတဲစိဆူနီဆၣ်အိၣ်မူအအိၣ်န့
ၣ်တက့ၢ်. ဖဲတၢ်ဖိလၢကတၢ်လၢ "Resources" အ
ဖိလၢန့ၣ်, ဆိၣ်လီၤဘၣ်ပုၤယဲၤသန့လၢအကဲဘျုးသ့ၣ်တဖၣ်
အမ့ၢ်, တၢ်ဂ့ၢ်တၢ်ကျိၤလၢအဘၣ်ယး
ဒီးပဒိၣ်အတၢ်မၤစၢၤတမံၤလၢလၢ, တၢ်ကရၢကရိလၢအမၤစၢၤ
ကလိတၢ်တဖၣ်, မဲးဒီးခဲးဒီး ပဒိၣ်
အတၢ်ဆိၣ်ထွဲမၤစၢၤဘၣ်ယးတၢ်အိၣ်ဆူၣ်အိၣ်ချ့အတၢ်အုၣ်
ကီၤ, တၢ်ယုၤဖဲယုၤမၤဂ့ၢ်ဝီ, တၢ်မၤစၢၤပုလလအတၢ်မၤတအိၣ်
ဒီးပုလလအယုၤဖဲယုၤမၤတဖၣ်အဂီၢ်, တၢ်ဆါတၢ်ပုၤကလုာ်
ကလုာ်တဖၣ်အလီၢ်, တၢ်ဟ့ၣ်မၤစၢၤကလိတၢ်အိၣ်
အလီၢ်တဖၣ်, လုၢ်ခၢၣ်ပဒိၣ်အကိၣ်တဖၣ်, တၢ်ဘါယွၤ
သရိၣ်တဖၣ်, ဒီးတၢ်အိၣ်ဆူၣ်အိၣ်ချ့ဝဲၤဒီးကလိလၢတ
လၢအပူၤတဖၣ်အဂီၢ်န့ၣ်တက့ၢ်.

Getting Translations

Creating and sharing translations of important forms, documents, and information

Using community resources (university, refugee agencies, medical resources)

Language Line

Google Translate

¿Qué es LINK+ y cómo funciona?
Ultima actualización: 24 de Oct 2017 - 1:34pm Temas: libros y materiales Preguntas Frecuentes
servicios Préstamos Inter-Bibliotecarios Vistas 178
¿Cómo renuevo mi tarjeta bibliotecaria?
Ultima actualización: 24 de Oct 2017 - 1:48pm Temas: servicios Vistas 175
¿Cómo obtengo una tarjeta bibliotecaria?
Ultima actualización: 15 de Sep 2017 - 12:28pm Temas: servicios Vistas 164
¿Qué documentos necesito para obtener una tarjeta bibliotecaria?
Ultima actualización: 26 de Apr 2017 - 2:28pm Temas: servicios mi tarjeta bibliotecaria Vistas 113
¿Puedo hacer fotocopias o escanear artículos en la biblioteca?
Ultima actualización: 31 de Oct 2016 - 3:23pm Temas: servicios computadoras y tecnología
Vistas 110
¿Tengo que establecer un inicio de sesión independiente para utilizar BiblioCommons?
Ultima actualización: 11 de Aug 2017 - 8:37am Temas: BiblioCommons Vistas 104

Getting and working with interpreters

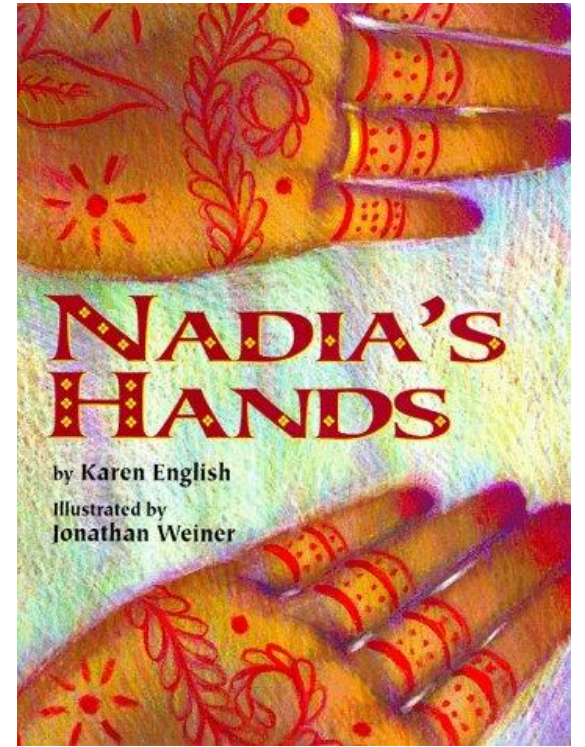
Find community members who are bilingual. Patrons may bring an interpreter along. Hire bilingual staff.

When working with an interpreter:

- Speak slowly and clearly
- Speak two to three sentences at a time, and then pause.
- Focus on the patron. Avoid long conversations with the interpreter. If they are necessary, explain them to the patron
- Be patient.
- Respect all.



5 Enhancing Resources for English Learners



WHAT IS A RESOURCE YOU HAVE FOR ENGLISH LEARNERS IN YOUR LIBRARY?

WHAT DO YOU WISH YOU HAD?

Resources

- | | |
|---|--|
| <ul style="list-style-type: none">■ Dictionaries for languages represented.■ Books by and about regions represented■ Materials in languages of ELs■ Materials by authors from and about regions of users■ More books and materials at lower levels; picture books, leveled books? | <ul style="list-style-type: none">• Translation resources• Technology – many immigrants/refugees are low-income and library is key source to technology• Translated materials about getting a library card and using the library |
|---|--|

6

Enhancing programs to serve English learners in your library



WHAT IS A PROGRAM YOU HAVE ADAPTED TO INCLUDE ENGLISH LEARNERS?

WHAT IS ONE YOU'D LIKE TO DEVELOP?

Program and Partnership Ideas for Libraries

- | | |
|---|--|
| <ul style="list-style-type: none">• Partner with community groups and agencies for English Classes• Provide resource courses: SAT, ACT, College search, Computer• Partner with community groups to get families to libraries: churches, mosques, agencies, Latin American Association• Bilingual library interns from immigrant groups | <ul style="list-style-type: none">• Movie times (with lunch). Select films with rich nonverbal components• Story hour for parents and kids with visuals, manipulatives. Keep in mind that parents are also audience.• Teach value of using picture books for oral development in any language: picture walk, storytelling, naming, page turning...• Start a Book Club |
|---|--|

7

The Global Village Project/Clarkston Community Library Summer Book Club



AS YOU LISTEN: WHAT IDEAS MIGHT BE USEFUL IN YOUR LIBRARY?

Partners

The Global Village Project, a school for teenage refugee girls with interrupted education

Clarkston Community Library, in an area outside Atlanta that serves many refugees, and where most GVP girls live.

Many Community Volunteers



The Challenge

Risk of summer regression.
(Werner-Smith & Smolkin, 1995);
Entwisle, Alexander & Steffel, 1997).

Little opportunity to use English

Lack of reading culture in some homes

Summer reading can make a huge
difference (Kim 2004)



Our Goals

Enjoyment

- Students and volunteer will enjoy being together, interacting with one another and with books

Library Familiarity

- Students will become familiar with the community library and develop the habit of using it

Reading Opportunities

- Students will be offered rich, engaging and empowering, and appropriate reading opportunities weekly and be encouraged to read in between

Oral Language Experience

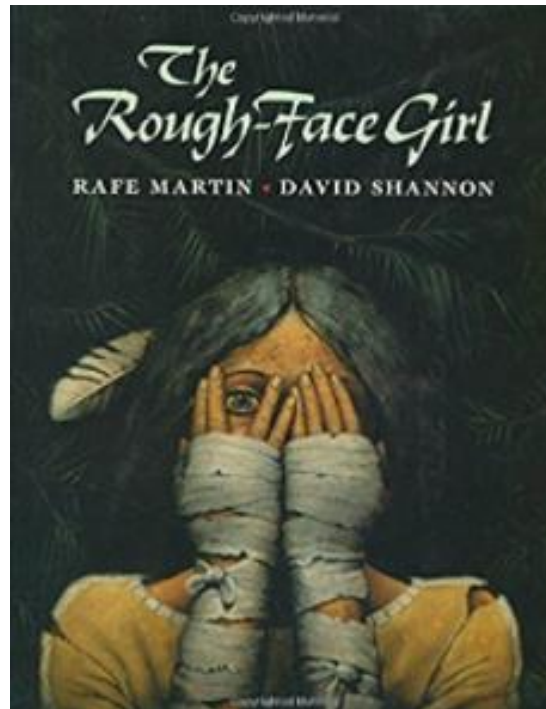
- Students will have rich oral language opportunities through discussion and activities about **books**

Better Readers and Speakers

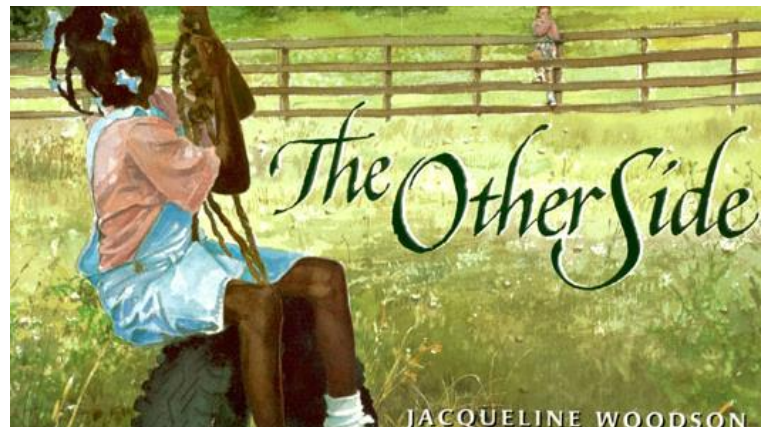


Summer Themes

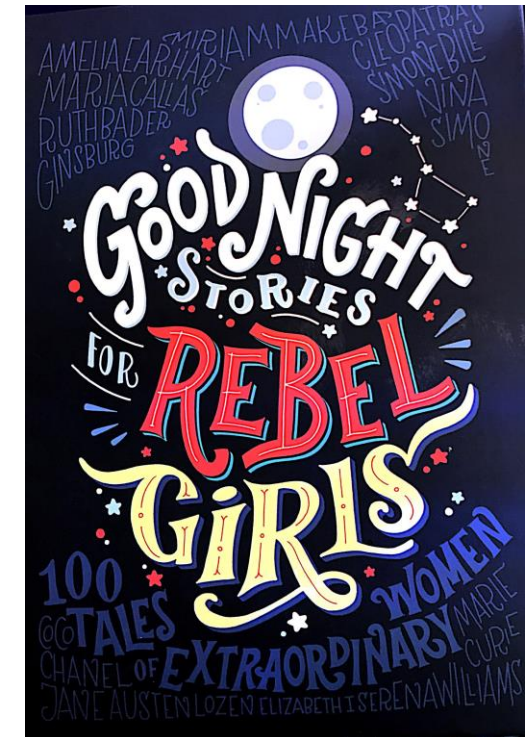
2015: Cinderella Variations



2016: Spunky girls and Strong Women



2017: Just Fun!



Activities

- Snack
- Celebrity Read-Aloud
- Read-Together with volunteers
- Musical Break
- Book Check out/check in
- Book talks by teachers, students, alumnae
- Incentives for reading



Questions, Discussion

WHAT WILL YOU TAKE BACK
TODAY?

