

# ESL In and Out of the Classroom

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# UNIVERSITY OF WYOMING ESL ENDORSEMENT PROGRAM

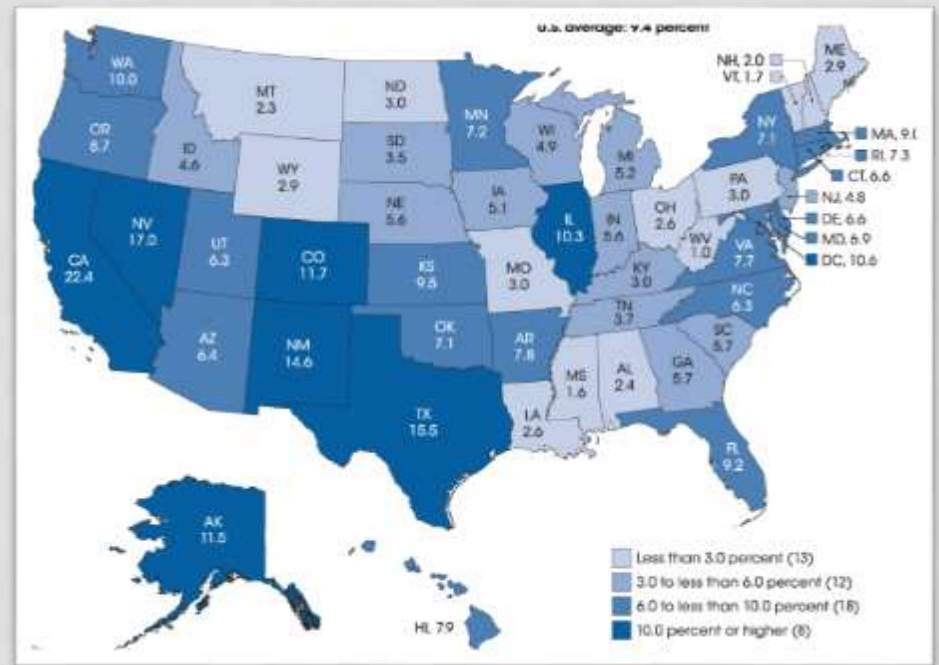
- English as a Second Language (ESL)
- 15-Credit Program
- K-12 Endorsement
- ESL Internship
  - Classroom-based Experience (45 hrs.)
  - Portfolio
    - Observation Report
    - 3 Lesson Plans & Evaluations
    - 8 Reflective Journals
    - 3 Professional Development Reflections
    - Partnerships and Advocacy Report

# VOCABULARY TO REMEMBER

- English language learners (ELLs)
- 1<sup>st</sup> Language (L1) or Home Language
- 2<sup>nd</sup> Language (L2) or Target Language (TL)
- Pedagogy – that or relating to teaching
- Mono-, bi-, multi-lingual

# ESL ON A NATIONWIDE SCALE

- Per the 2015 American Community Survey:
  - 301 million people over 5 yrs. old
    - 40% speak English less than “very well”
  - 53.8 million children within ages 5-17
    - 18.4%, or 11.9 million, speak a language other than English at home
- Fastest growing population of the public school population in the nation
- 2014-2015: 9.4%, or 4.6 million ELLs in public schools
- Predicted that 1 in 4 students will be ELLs by 2025

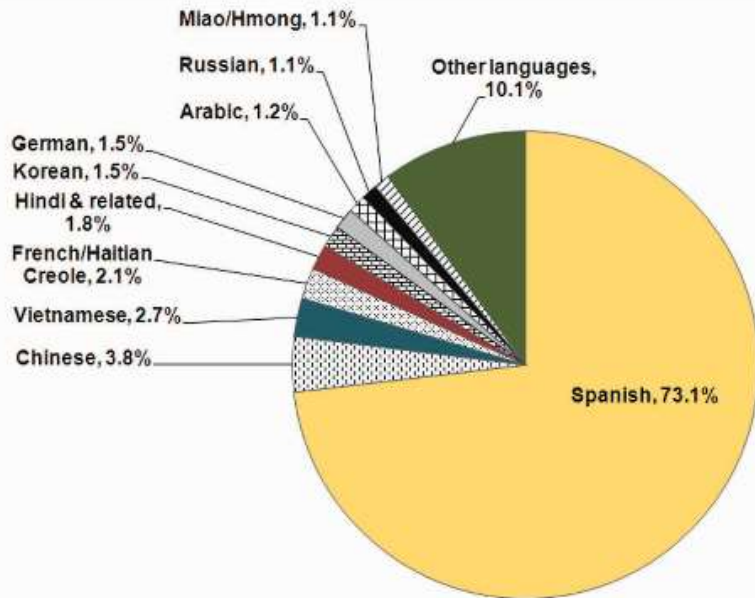


# ESL ON A STATEWIDE SCALE

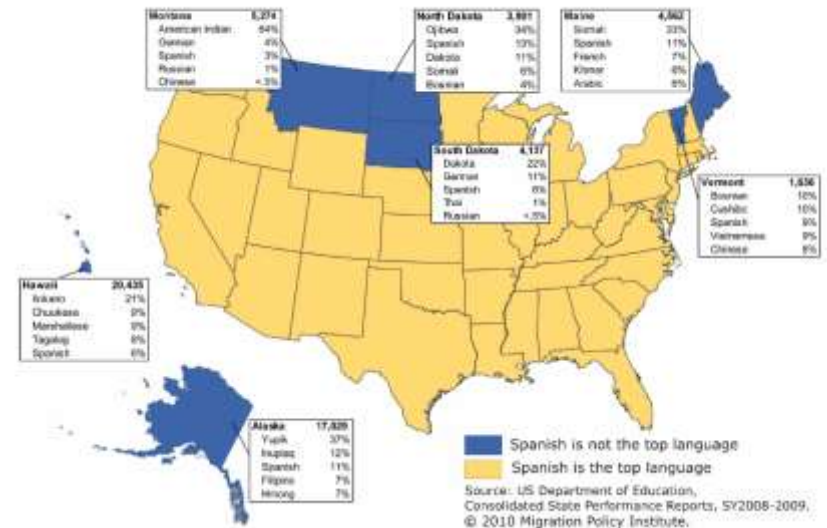
- ELL population doubled between 1995-2005
- Wyoming was one of the states in the US with greatest growth of ELLs between 1995-2005
- Had approximately 3,300 ELLs (3.6%) enrolled in 2013-2014 academic year
- The number of ELLs in Natrona County School District (NCSD) nearly doubled in 2010
- 287 ELLs enrolled in NCSD public schools in 2014-2015 academic year
- Over 30% of the school population in Teton County are ELLs

# IF NOT ENGLISH, THEN WHAT?

Figure 1. Top Ten Spoken Languages in ELL Students' Homes



Map 1. Seven States with a Language Other than Spanish as the Top Language Spoken by ELL Students, SY2008-2009

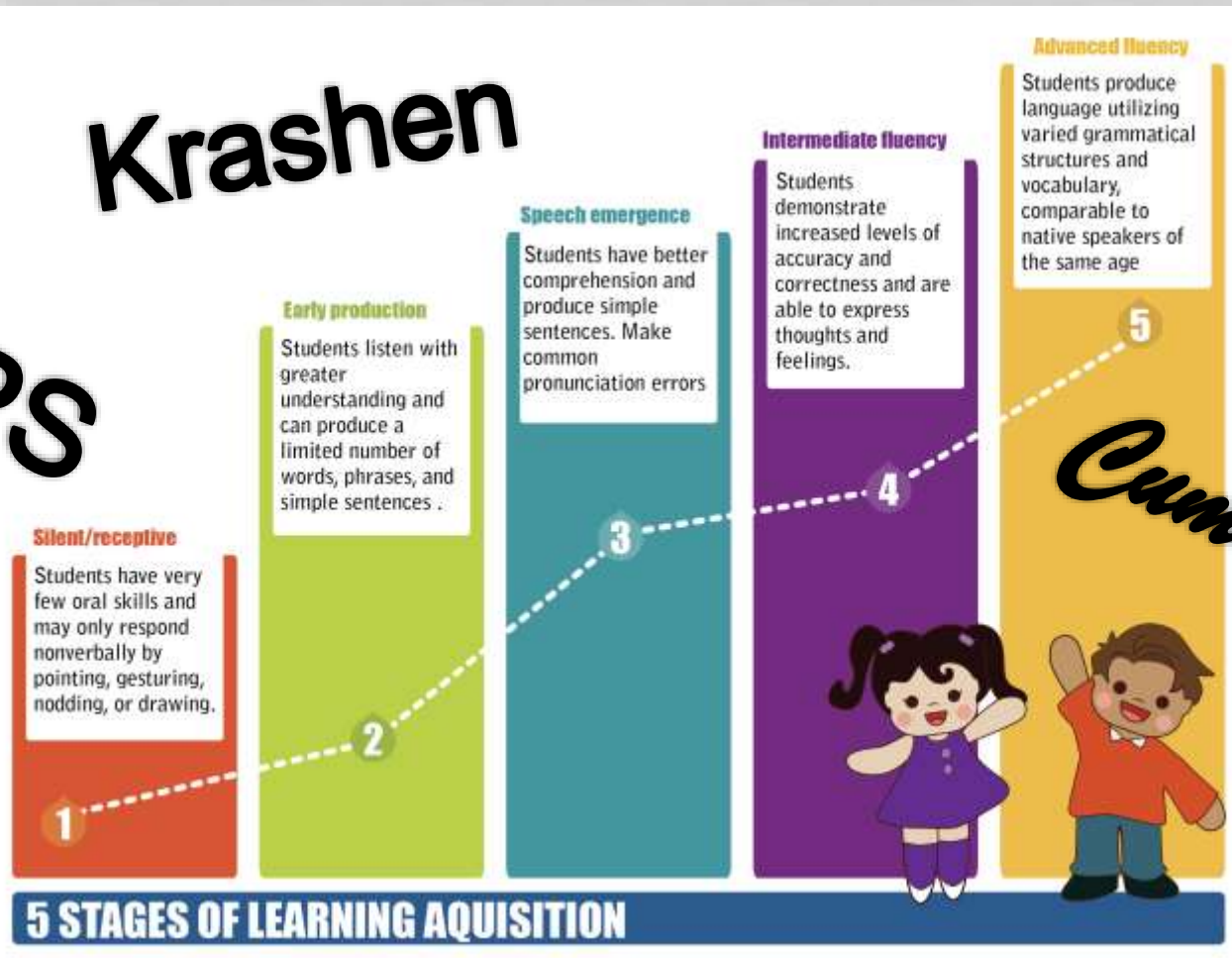


# THEORY OF SECOND LANGUAGE ACQUISITION

**Krashen**

**CALPS**

**BICS**



# ESL IN POLITICS



- No Child Left Behind (NCLB) Act
  - Title III
- Official English Movement
- English as the official language of Wyoming



# ONCE AN ELL ENTERS A WYOMING SCHOOL...



- ESL Program
  - Additional instruction, etc.
- Assessments:
  - WIDA-ACCESS Placement Test (W-APT)
  - Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs 2.0
  - National Assessment of Educational Progress (NAEP)
  - Proficiency Assessments for Wyoming Students (PAWS)



# SO WHAT'S THE PROBLEM?

- Per the 2015 American Community Survey (ACS), of the 301 million people over the age of 5 in the United States, 40% of them speak English less than “very well”.
- National Assessment of Educational Progress (NAEP) data, the average reading scores for non-ELL 4<sup>th</sup>- and 8<sup>th</sup>-grade students were higher than the scores in comparison to their ELL peers. These gaps are not measurably different from the achievement gaps since the year 2000.
- Many teachers are inadequately prepared for addressing linguistic, academic, and cultural difference when serving ELLs.
- Some schools or even districts may not even have an ESL program or coordinator.
- Most of the teacher education programs do not extensively address issues oriented around working with ELLs.
- With respect to ELLs' academic achievement level, 41 states reported that only 18.7% of ELLs exceeded the state norm on reading assessment tests.
- More likely to dropout

# LINCOLN ELEMENTARY SCHOOL

- 15-hour Observation
- Classrooms
  - 4<sup>th</sup> Grade
  - 5<sup>th</sup> Grade
  - 30-minute ESL Instruction
- Roughly 60 ELLs, mostly Spanish-speaking
- 2 ESL-certified educators



# OBSERVATION REPORT

- Collaborative and communicative
- School-wide practices
- Implemented Sheltered Instruction Observation Protocol (SIOP) and Direct Instruction
- Social, communicative interactions
- Bilingualism





# KELLY WALSH HIGH SCHOOL

- 30-hour Observation
- 3 1-hour Lessons
- Over 1800 students
- 32 ELLs
  - 12 receive daily services
  - 20 receive consult based on grades and academic progress
- 1 Certified ESL Coordinator w/ Assistant
- English Language Arts, Biology, 90-minute ESL Instruction

# REFLECTIONS

- Use of L1 in L2 acquisition
- Identity: The relationship between culture and language
- Political, sociocultural, and psychological influences
- Culturally relevant pedagogy
- Bilingualism in a monolingual-driven society
- Literacy and instruction
- Assessments and accommodations
- No more excuses: Working together as educators

# L1 IN SECOND LANGUAGE ACQUISITION

## Research

- Skills and knowledge in L1 are advantageous to L2 due to transfer of conceptual knowledge
  - *“Pupils who know how to tell the time in their mother tongue understand the concept of telling time. In order to tell time in the second language, they do not need to relearn the concept of telling time; they simply need to acquire new labels or ‘surface structures’ for an intellectual skill they have already learned” (Cummins, 2001, 18).*
- Incorporation of L1 into L2 instruction improves language learner’s performance in TL
- Most students lose their L1 after 2-3 years into integration into English-only instruction

## Observations

- Ukrainian/Russian students
- 5 Uses of L1
  - Direct translation
  - Construct background knowledge
  - Peer-to-peer instruction
  - Side conversations
  - Bullying
- Goal is to maintain multilingualism
- Observed intentional incorporation of L1 only with ESL coordinator

# IDENTITY: BETWEEN CULTURE AND LANGUAGE

- “When the message, implicit or explicit, communicated to children in the school is ‘Leave your language and culture at the schoolhouse door’, children also leave a central part of who they are-their identities-at the schoolhouse door” (Cummins, 2001,19).
  - “It is sometimes helpful to say that individuals do not speak and act, but that historically and socially defined discourses speak to each other through individuals” (Gee, 1989, 339).
- “American education has numerous made-to-order general categories for describing children in trouble, for example: deprived, different, disadvantaged, at-risk, disabled...” for students who are “culturally different” (Gee, 1989, 331).
  - While we, as educators, must first take the “difference approach” (McDermott & Varenne, 1995) in which we identify different cultures while recognizing their value, we must go beyond this shallow recognition and adapt our instruction for this student.



# IDENTITY: BETWEEN CULTURE AND LANGUAGE

- Implicit Messages about Culture from Language:
  - Attitudes towards L1
  - Absence of teacher-student communication
  - Teacher-teacher comments



**Are you sick to death of Pressing #1 for English ?**



**Visit [WWW.ProEnglish.org](http://WWW.ProEnglish.org)**  
Sign up for Action Alerts and get information about our drive to pass the Official English bill (H.R. 997).

We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans.

THEODORE ROOSEVELT

# POLITICAL, SOCIOCULTURAL, AND PSYCHOLOGICAL INFLUENCES

- Content area teachers may not assume responsibility for ELLs
- Negative attitudes towards having ELLs
- Stemmed from historically embedded ideologies that appear to be inherent or common sense (i.e. English is best taught monolingually, or Wyoming State Code 8-6-101, NCLB Act, etc.)
- Result:
  - Alienation and assimilation of ELLs
  - Degradation of home culture and language
  - Poor academic achievement and dropout rates

# CULTURALLY RELEVANT PEDAGOGY, REINFORCED

- Term coined by Ladson-Billings (2006) as a reaction to “Simply good teaching!” pedagogy
- De-/reconstructs curriculum to be inclusive
- Doubts as ESL instructor:
  - Practicality?
  - Possible?

*“As I continued to visit classrooms, I could see teachers who had good intentions....and wanted to embrace culturally relevant pedagogy. They expressed strong beliefs in the academic efficacy of their students. They search for cultural examples and analogues as they taught prescribed curricula. However, they rarely pushed students to consider critical perspectives on policies and practices that may have direct impact on their lives and communities” (Ladson-Billings, 2014, 78).*

- Solution: Authentically link principles of learning with deep understanding of (and appreciation for) culture (Ladson-Billings, 2014, 77)

# BILINGUALISM IN A MONOLINGUAL DRIVEN SOCIETY

- *Cummins' (2005) declared, "We are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual English speakers, at the same time as they struggle, largely unsuccessfully, to transform English monolingual students into foreign language speakers" (586).*

# BILINGUALISM IN A MONOLINGUAL DRIVEN SOCIETY

## Bilingualism

- Ability to function and communicate across other languages
- Higher conflict resolution
- Higher executive control of
  - Inhibitions
  - Task switching or cognitive flexibility
  - Updating information within the working memory
- Higher metalinguistic and metacognitive awareness
- Higher “Tolerance of Ambiguity”
  - Openmindedness
  - Compassion
  - Tolerance

## Monolingualism

- Larger vocabulary

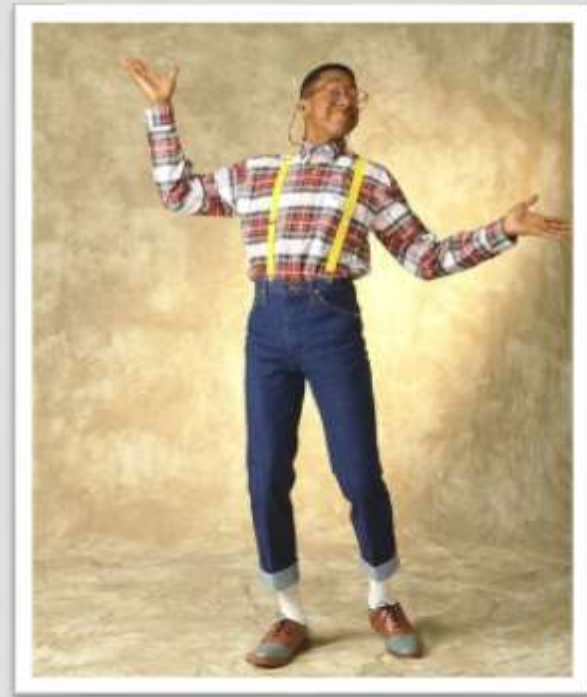
*Eisenclas, Schalley, & Guillemin (2015) explain “...there is a pervasive assumption, in the Western world at least, that monolingualism is the norm and bi/multilingualism is the exception. The proliferation of books and articles on the advantages of bi/multilingualism can be seen as evidence that the normative monolingualism assumption is alive and well” (153).*

# LITERACY AND INSTRUCTION

- What is literacy?
  - “Literacy is control of secondary uses of language (i.e. uses of language in secondary discourses)” (Gee, 1989, 9)
- To be able to examine and criticize discourses from such sources is to have control of the discourse that which Gee (1989) refers to as “meta-knowledge” or “meta-discourse” (18) and goes beyond literacy.
- According to Coleman and Goldenberg (2011) found over the course of 25 years’ worth of research that the foundation of an effective English literacy program is very similar for both ELLs and native English speakers.

# LITERACY AND INSTRUCTION

- One-size-fits all approach
- Types of Instruction:
  - Sheltered Instruction (SIOP)
    - Preparation
    - Scaffolding
    - Integration of processes or strategies
    - Interactions
    - Application
    - Assessment
  - Dual Immersion
  - Direct Instruction
  - Etc.
- Case-by-case basis



# ASSESSMENTS AND THE ACCOMMODATIONS THAT FOLLOW

- PAWS –
  - The purpose of PAWS is to “foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public classrooms and meets all of the attendant requirements of the federal accountability law” (Wyoming Department of Education, 2016).
- Over 30 accommodations including:
  - Additional Time
  - Orally delivered questions and directions
- Accommodations seemed slightly arbitrary



# ASSESSMENTS AND THE ACCOMMODATIONS THAT FOLLOW

- 4 Main considerations in deeming accommodations in/appropriate
  - Effectiveness – Does it help ELLs?
  - Validity – Does it narrow the performance gap while still maintaining the intent of the test unit?
  - Differential Impact – IS it more effective for certain students due to background variables?
  - Feasibility – Is this financially possible?
- Most appropriate accommodations
  - Reducing low-frequency vocabulary and complex syntax
  - Customized dictionaries



# NO MORE EXCUSES, WORKING TOGETHER AS EDUCATORS

- What can we do now?
  - Training and Resources
  - Communication and Collaboration
- Professional Development
  - Bridge the Ignorance Gap through Self-Reflection and Adaptation
  - Make connections across subject areas, with family, as well as with students' heritages
  - Determine what makes each ELL motivated and share
- Partnerships and Advocacy
  - Family Engagement
- ESL Educators cannot do it on their own!

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QUESTIONS?