

2009

First Annual ESL Symposium



University of Arkansas
Curriculum and
Instruction Education
Department (CIED)
&
The Northwest Arkansas
Education Renewal Zone



University of Arkansas First Annual ESL Symposium April 3, 2009

Welcome Message from Michael Daugherty

On behalf of the Department of Curriculum and Instruction, College of Education and Health Professions, and the University of Arkansas, we welcome all of you to our first annual ESL symposium. The number of English Language Learners (ELLs) in Northwest Arkansas has grown exponentially during the last ten years. As teachers in the field and as a university preparing teachers to serve these changing demographics, we need to imbed strategies for working with ELL students into our daily practice. Due to the large ELL percentage of our student population, it is not enough to have one teacher on each campus trained in ESOL. Every teacher must now be familiar with ELL teaching methods, assessment, second language acquisition and how to be culturally responsive in their classrooms. We have brought three nationally known speakers to this symposium who will provide you with a broad perspective in working with English Language Learners. Our goal is that you leave this conference with new ideas that you can use next week in your classrooms.

I also want to take this opportunity to announce that the University of Arkansas offers the four courses needed to apply for English as a Second Language endorsement. For more information, please contact Dr. Felicia Lincoln, flincoln@uark.edu. We are also in partnership to provide training to Springdale secondary teachers leading to an ESL Endorsement for which they receive graduate credit through a grant on English Language Acquisition from the U.S. Department of Education. We hope to bring this program to Rogers' schools during the next year. For more information on this program email Dr. Diana Gonzales Worthen, dworthen@uark.edu, Project Director. Our Educational Renewal Zone is in partnership with many schools in Northwest Arkansas and is helping us present this symposium.

Enjoy your day in beautiful Northwest Arkansas: learn a lot; make some new friends while you're here and help us develop improved schooling for our English Language Learners across Arkansas. Return home and try out at least one of the ideas you encounter today. Thank you for all that you do, and for taking the time out of your busy lives to join us. Have a wonderful conference!

Keynote Speaker



Dr. Janet Zadina is a cognitive neuroscientist, reading specialist, and former high school and community college instructor. She received her doctorate in the College of Education at the University of New Orleans, conducting her award-winning dissertation research on the neuroanatomy of dyslexia through collaboration with Tulane University School of Medicine. She continued her postdoctoral education with a Fellowship in Cognitive Neuroscience in the Department of Psychiatry and Neurology at Tulane University School of Medicine where she researched neuroanatomical risk factors for developmental language disorders through MRI brain scans. She is currently engaged in neuroscience research as an Assistant Professor in Cognitive Neuroscience in the Department of Psychiatry and Neurology at Tulane and in Psychology at the University of South Florida. Dr. Zadina is author of ***Six Weeks to a Brain-Compatible Classroom – a workbook for educators*** (available in multiple languages) and co-author of *Writing Now*, a college developmental composition textbook. She is the founder of **Brain Research and Instruction** and has presented keynotes and workshops internationally on brain research and instruction.

Keynote Speakers



Dr. Yvonne Freeman is a professor of bilingual education and **Dr. David Freeman** is a professor of reading and ESL at The University of Texas at Brownsville. Both are interested in literacy education for English language learners. In addition to doing staff development with school districts across the country, they present regularly at international, national, and state conferences. The Freemans have published books, articles and book chapters jointly and separately on the topics of second language teaching, biliteracy, bilingual education, linguistics, and second language acquisition. Their newest books are *Academic Language for English Language Learners and Struggling Readers*, *English Language Learners: The Essential Guide*, published by Scholastic and a book they edited, *Diverse Learners in the Mainstream Classroom* published by Heinemann. Other books written by the Freemans and published by Heinemann include the second edition of *Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms* and its Spanish translation, *Dual Language Essentials for Teachers and Administrators*, *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*, *Closing the Achievement Gap: How to Reach Limited Formal Schooling and Long-Term English Learners*, the second edition of *Between Worlds: Access to Second Language Acquisition*, which received the Mildenerger Award from the Modern Language Association for outstanding research in the field of foreign and second language teaching, *Teaching Reading in Multilingual Classrooms*, and *ESL/EFL Teaching: Principles for Success*. The Freemans are authors of Harcourt Achieve/Rigby's programs, *On Our Way to English* and *Literacy by Design*. They have also recently authored a new Rigby product, *STEEL* (Strategic Teaching Essentials for English Learners), a professional development program for teachers to support their teaching of ELLs.

ESL Symposium Agenda

Friday, April 3, 2009

Fayetteville Town Center

7:30 - 8:00 Nametag pick up Fayetteville Town Center Lobby

7:30 - 8:00 **Continental Breakfast** Fayetteville Town Center Lobby

From: Jammin' Java

8:00 - 8:15 Welcome Fayetteville Town Center



Michael Daugherty
Department Head
Curriculum and Instruction

8:15 - 11:00 Keynote Speaker Fayetteville Town Center



Dr. Janet Zadina
“Using Brain Research to Enhance and Energize
Language Instruction”

9:30 - 9:45 **Break**

11:00 - 12:30 **Lunch** (on your own)/ *Speakers will Autograph Books (For sale on site)*

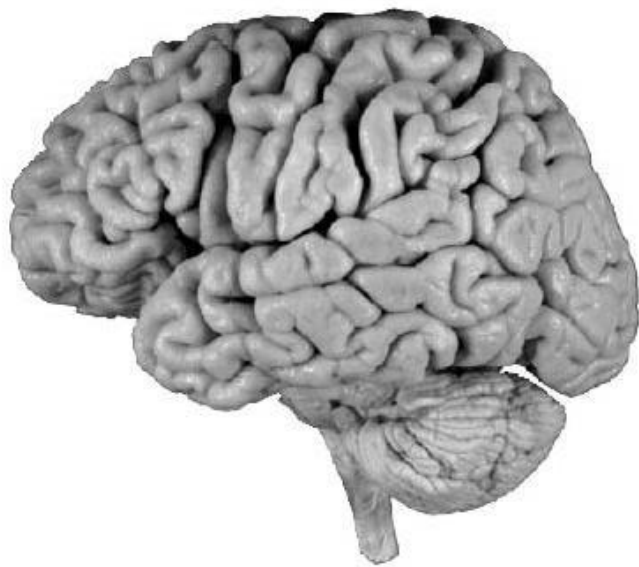
12:30 — 3:30 Featured Speakers Fayetteville Town Center



Dr. David and Yvonne Freeman
“Academic Language for English Language
Learners and struggling Readers”

2:00 - 2:15 **Break**

USING BRAIN RESEARCH TO ENHANCE AND ENERGIZE LANGUAGE INSTRUCTION



**Presented by
Janet N. Zadina, Ph.D.**

Tulane University School of Medicine
jzadina@uno.edu
www.brainresearch.us

THE MULTIPLE PATHWAYS MODEL

I. What is Learning?

- A. Definitions
- B. Making Connections

II. Multiple Pathways

- A. Sensory Motor
 - a. Visual
 - b. Auditory
 - c. Speech
- B. Language
 - a. General
 - b. ESL Assumption 1
 - c. Early Childhood
- C. Reward/Survival
 - a. Pattern Seeking
- D. Social
 - a. Mirror Neurons
- E. Emotional
- F. Attentional
- G. Frontal Lobe
- H. Exceptional Pathways

Please note: not all segments in the Multiple Pathways Model can be covered in the time frame of this presentation. Therefore, you will see some items that have an “a” without a “b”.

Comparison of Teaching Models

Caine, R. N. & Caine, G. (1991). *Making Connections: Teaching and the Human Brain*. Menlo Park: Addison-Wesley.

Element of Orchestration	Traditional Teaching	Brain-based Teaching
Source of Information	Simple. Two-way from teacher to book, worksheet, or film to student	Complex. Social interactions, group discovery, individual search and reflection, role playing, integrated subject matter
Classroom Organization	Linear. Individual work or teacher directed.	Complex. Thematic, integrative, cooperative, workstations, individualized projects
Classroom Management	Hierarchical. Teacher controlled.	Complex. Designated status and responsibilities delegated to students and monitored by teacher.
Outcomes	Specified and convergent. Emphasis on memorized concepts, vocabulary, and skills.	Complex. Emphasis on reorganization of information in unique ways, with both predictable and unpredictable outcomes, divergent and convergent, increase in natural knowledge demonstrated through ability to use learned skills invariable contexts.

From Doherty, L.F. & Jensen, E. *Joyful Fluency*, 1998. The Brain Store, Inc. San Diego

BRAIN COMPATIBLE TECHNIQUES INHERENT IN POPULAR LANGUAGE APPROACHES

Georgi Lozanov's Suggestopedia Approach

- Brain learns consciously and "paraconsciously"
 - Nonverbals
 - Voice
 - Physical environment
- Importance of associations and connections
- Learning engages entire physiology
 - Role of emotion
 - Influence of music
 - Acting, role-playing, celebration
- State changes - active/passive

Stephen Krashen's Language Model

- Calls for massive, rich, and varied input
- Encourages large quantities of material with attention paid to context (multimodal)
- Supports hypothesis that languages are acquired naturally and peripherally, not taught-natural order of acquisition
- Accepts importance of unconscious
- Emphasizes message, not form - natural communication
- Believes attitude more important than aptitude - role of emotion and importance of low threat
- Production should follow listening and comprehension

Tracey Terrell's Natural Approach

- Learning is social - importance of communication
- Speech progresses through natural stages
- Instructor creates highly motivating environment with low threat
- Absence of error correction is good
- Material must be of high challenge but attainable
- Learning engages the entire physiology - might have students physically respond to commands such as "Sit on the floor!"
- Advocates extensive contextual aids
- Uses games, visuals, discussion, skits

James Asher's Total Physical Response Approach

- Second language acquisition parallels first language acquisition, especially commands and physical responses
 - A significant pathway for learning is through the body, i.e., procedural memory
 - Areas in the brain that activate movement are well connected to the pleasure centers in the brain - motion activates emotion which activates memory
 - Peptide molecules that store information are distributed throughout the body
- Employs play and fantasy
- Low threat and highly motivating

BRAIN & LEARNING RESOURCES ON THE WEB

Brain Lab: <http://222.newhorizons.org/blab.html>

Brain Mind Learning: <http://www.cainelearning.com>

Brain Plasticity, Language Processing:
http://apu.sfn.org/content/Publications/BrainBriefings/brain_lang_reading.html

Brain Science for the 21st Century: <http://www.nexus.edu.au/teachstud/gat/davies.htm>

Brain Work-outs: <http://apu.sfn.org/content/Publications/BrainBriefings/work.outs.html>

Critical Thinking: <http://www.sonoma.edu/Cthink/>

Drake University: An Overview of Brain Research:
http://www.educ.drake.edu/romig/cogito/brain_and_mind.html

ERIC Article "Academic Interventions for Children with Dyslexia Who have Phonological Core Deficits.
ERIC Digest E539: http://www.edgov/databases/ERIC_Digests/ed385095.html

How Do Facts Stick in Our Mind?:
<http://apu.sfn.org/content/Publications/BrainBackgrounders/memory.htm>

Layered Curriculum: <http://www.Brains.org> (*I think you will enjoy this and get some strategies. JZ*)

Mind/Brain Learning Principles: http://www.newhorizons.org/ofc_21clicaine.htm

Brain Facts: www.sfn.org/brainfacts .

Neuroscience Education: <http://faculty.washington.edu/chudler/ehceduc.html>

Neurosciences on the Internet: <http://www.neuroguide.com/>

Project Zero from Harvard University: <http://pzweb.harvard.edu/default.htm>

DYSLEXIA RESOURCES

International Dyslexia Association: www.interdys.org/index.jsp

LA Dyslexia Association: Carolyn Blackwood, Pres., 888-323-0332

Resource: Patty Glaser, The Learning Center housed at Holy Rosary Academy, 482-7173

Dyslexia Specialist: Denise Nagim, 517 N. Causeway Blvd., Suite A, 835-5550

See bibliography for texts.

Workshops are available on this subject, as well as other topics relating to the brain and learning.
Please contact jzadina@uno.edu or call 504-887-5444 for information.

CHECKLIST OF USEFUL QUESTIONS

From Caine & Caine: *Making Connections: Teaching and the Human Brain*

1. Are students involved and challenged?
2. Is there clear evidence of student creativity and enjoyment? Are students dealing appropriately with dissonance?
3. Are students being exposed to content in many ways that link content to life?
4. Are students' life themes and metaphors being engaged?
5. Are there "hooks" that tie the content together in a big picture that itself can make sense to students?
6. Is there some sort of continuity, such as through projects and ongoing stories, so that content is tied together and retains interest over time?
7. Is there any sign of continuing motivation or student interest that expresses itself above and beyond the dictates of the class?
8. Is the physical context being used optimally?
9. What do the setting, decorations, architecture, layout, music, and other features of the context actually say to students?
10. What sort of group atmosphere is emerging?
11. Are there any signs of positive collaboration, and do they continue after the lesson and after school?
12. Do students have opportunities to reorganize content in creative and personally relevant ways?
13. Are there opportunities to reflect in an open-ended way on what does and does not make sense?
14. Are students given the opportunity to apply the material in very different contexts?
15. Do students consciously and deliberately examine their performances in those different contexts and begin to appreciate their own strengths and weaknesses?

Workshops are available on this subject, as well as other topics relating to the brain and learning. Please contact jzadina@uno.edu or call 504-887-5444 for information.

From Caine & Caine, (1981) *Making Connections: Teaching and the Human Brain*

Threat and High Stress Impair Learning

- Anything that embarrasses students
- Unrealistic deadlines or expectations
- Uncomfortable physical arrangements
- Inappropriate rules or teaching practices
- Threat of harm or ultimatums

What Cannot Be Accomplished in This Mental State

- Higher order thinking
- Abstract thinking
- Metaphorical thinking
- Creativity
- Metacognition
- Ability to see broader implications and multiple perspectives

Optimal Brain Functioning

- ✓ Students' ownership and sense of control over the learning
- ✓ Positive social bonding
- ✓ Hope and positive expectancy
- ✓ A world that makes sense
- ✓ Playfulness, joy
- ✓ Respect of students and teachers for themselves and each other
- ✓ Self-discipline and capacity to delay gratification
- ✓ Sense of connectedness

=====

From jzadina@uno.edu

What Can You Do to Help Struggling Readers?

- ✓ Strengthen pathways by giving them practice on problematic skills
- ✓ Look for the compensatory gift and give them assignments that utilize their strong skills
- ✓ Use larger print and use visual and auditory aids
- ✓ Find an area of strong interest and provide reading and activities in that area
- ✓ Offer assignments and assessments that access alternative pathways and multiple intelligences

PRINCIPLES AND STRATEGIES TO ENHANCE LEARNING

Principles	Strategies
1. The brain processes parts and wholes simultaneously.	metaphor, humor, complex activities, real-life content, thematic teaching, interdisciplinary
2. The brain seeks patterns naturally.	discovery, inquiry, puzzles, thematic teaching, graphic organizers, interdisciplinary teaching
3. The brain processes information in multiple pathways.	talking, writing, humor, faces, real-life content, complex activities
4. Learning engages the entire physiology.	self-care (nutrition, sleep), movement, music, emotion, interdisciplinary courses
5. The brain is a social brain.	collaborative learning, rituals, games, talking
6. Each brain is unique.	multiple options for achieving objectives, projects, alternative assessments, collaborative learning
7. Emotions are critical to learning. Threat and helplessness impair learning and appropriate challenge enhances learning.	celebration, rituals, procedures, music, bonding activities, appropriate deadlines, appropriate levels of challenge
8. The search for meaning and the need to interact with the environment is innate. Embedding learning in real contexts and spatial memory promotes understanding and enhances memory.	discovery, collaboration, real-life projects, community involvement, meaningful activities, movement, kinesthetic projects, thematic teaching, interdisciplinary courses
9. Learning involves both focused attention and peripheral perception. Learning involves unconscious processes.	classroom peripherals, teacher demeanor, processing time, reflection (daydreaming), real-life activities, contextual learning, interdisciplinary courses

Copyright Janet N. Zadina © 2001

Workshops are available on this subject, as well as other topics relating to the brain and learning. Please contact jzadina@uno.edu or call 504-887-5444 for information.

Suggested Reading

- Caine, G. & Caine, R. & C. S. (1994). *Mindshifts: A brain-based process for restructuring schools and renewing education*. Tucson: Zephyr.
- *Caine, R. N. & Caine, G. (1991). *Making connections: Teaching and the human Brain*. Menlo Park: Addison-Wesley.
- Caine, R. N. & Caine, G. (1997). *Education on the Edge of Possibility*. Alexandria: Association for Supervision and Curriculum Development.
- Calvin, W. H. & Ojemann, G. A. (1994). *Conversations with Neil's brain: The neural nature of thought and language*. Reading: Addison-Wesley Publishing Company.
- Cheville, J. (2001). *Minding the Body: What Student Athletes Know About Learning*. Westport: Heinemann Boynton/Cook.
- Damasio, A. (1994). *Descartes' error: Emotion, reason, and the human brain*. New York: Avon Books.
- Deacon, T. W. (1997). *The Symbolic Species: The Co-evolution of Language and the Brain*. New York: W. W. Norton & Co.
- *Dhority, L. F. & Jensen, E. (1998). *Joyful fluency: Brain-compatible second language acquisition*. San Diego: The Brain Store, Inc.
- Diamond, M. & Hopson, J. L. (1999). *Magic trees of the mind*.
- Dunn, P. A. (2001). *Talking, Sketching, Moving: Multiple Literacies in the Teaching of Writing*. Westport: Heinemann Boynton/Cook.
- Fine, E. H., Josephson, & J.P. (2001). *More nitty-gritty grammar: Another not-so-serious guide to clear communication*. Berkeley: Ten Speed Press.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: BasicBooks.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. New York: William Morrow and Company.
- Klauser, H. A. (1987). *Writing on both sides of the brain*. San Francisco: HarperSanFrancisco.
- Kotulak, R. (1997). *Inside the brain: Revolutionary discoveries of how the mind works*. Kansas City: Andrews McMeel Publishing.
- LeDoux, J. (1996). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. New York: Simon & Schuster.
- Majoy, P. (1993). *Doorways to learning: A model for developing the brain's full potential*. Tucson: Zephyr.
- Merdinger, P. & Rsenfeld, J. (1984). *Even If You Can't Carry a Tune: Grammar Through Popular Songs*. Rowley, MA: Newbury House Publishers, Inc.
- Pert, C. B. (1997). *Molecules of emotion: The science behind mind-body medicine*. New York: Simon & Schuster.
- Pinker, S. (1997). *How the Mind Works*. New York: W. W. Norton & Company.
- Sylwester, R. (2001). *A celebration of neurons: An educator's guide to the human brain*. Alexandria: Association for Supervision and Curriculum Development.
- Tileston, D. W. (2000). *Ten best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin Press, Inc.
- Zadina, J.N. & Halter, S. (2002). *Writing Now: An interactive approach for the paragraph-to-essay writer*. Boston: Houghton Mifflin. (This is a textbook for developmental composition.)
- *Zull, J. E. (2002). *The art of changing the brain: Enriching the practice of teaching by exploring the biology of learning*. Herndon, VA: Stylus Publishing, Inc.

*Highly recommended

jzadina@uno.edu

Reference List

- Chee, M. W., Caplan, D., Soon, C. S., Sriram, N., Tan, E. W., Thiel, T. et al. (1999). Processing of visually presented sentences in Mandarin and English studied with fMRI. *Neuron*, 23, 127-137.
- Dehaene, S. (1999). Fitting two languages into one brain. *Brain*, 122, 2207-2208.
- Fabbro, F. (1999). *The neurolinguistics of bilingualism*. Hove: UK.
- Fabbro, F. (2001). The bilingual brain: Cerebral representation of languages. *Brain and Language*, 79, 211-222.
- Genesee, F. (2000). *Brain research: Implications for second language learning* (Rep. No. EDO-FL-00-12). Santa Cruz, CA: Office of Educational Research and Improvement, Washington, D.C.
- Greenough, W. T., Black, J. E., & Wallace, C. S. (1993). Experience and brain development. In M. Johnson (Ed.), *Brain Development and Cognition: A Reader* (pp. 290-322). Oxford: Blackwell.
- Hernandez, A. E., Martinez, A., & Kohnert, K. (2000). In search of the language switch: An fMRI study of picture naming in Spanish-English bilinguals. *Brain and Language*, 73, 421-431.
- Hirsch, J. (1997). *Nature*.
- Karni, A., Meyer, G., Jezard, P., Adams, M., Turner, R., & Ungerleider, L. (1995). Functional MRI evidence for adult motor cortex plasticity during motor skill learning. *Nature*, 377, 155-158.
- Kim, K. H., Hirsch, J., Relkin, N., DeLaz Paz, R., & Lee, K. M. (1996). Localization of cortical areas activated by native and second languages with functional magnetic resonance imaging (fMRI). *Proceedings of the International Society for Magnetic Resonance Imaging*, 1.
- Kim, K. H., Relkin, N., Lee, K. M., & Hirsch, J. (1997). Distinct cortical areas associated with native and second languages. *Nature*, 388, 171-174.
- Klein, D., Zatorre, R. J., Milner, B., Meyer, E., & Evans, A. C. (1994). Left putanuclear activation when speaking a second language: Evidence from PET. *Neuroreport*, 5, 2295-2297.
- Klein, D., Milner, B., Zatorre, R. J., Zhao, V., & Nikelski, J. (1999). Cerebral organization in bilinguals: A PET study of Chinese-English verb generation. *Neuroreport*, 10, 2841-2846.
- Mack, M. (2003). The Phonetic Systems of Bilinguals. In M.T. Banich & M. Mack (Eds.), *Mind, Brain, and Language: Multidisciplinary Perspectives* (pp. 109-149). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Mayberry, R., et al., (May 2, 2004), *Nature*
- McLaughlin, J. & Osterhout, L. (1997). Event-related potentials reflect lexical acquisition in second language learners. In Boston, MA: Cognitive Neuroscience Society.
- Ojemann, G. A. & Whitaker, A. A. (1978). The bilingual brain. *Archives of Neurology*, 35, 409-412.
- Ojemann, G. A. (1983). Brain organization for language from the perspective of electrical stimulation mapping. *The Behavioral and Brain Sciences*, 2, 189-207.
- Paradis, M. (2003). Differential use of cerebral mechanisms in bilinguals. In M.T. Banich & M. Mack (Eds.), *Mind, Brain, and Language: Multidisciplinary Perspectives* (pp. 351-370). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Perani, D., Dehaene, S., Grassi, F., Cohen, L., Cappa, E., Dupoux, E. et al. (1996). Brain processing of native and foreign languages. *Neuroreport*, 7, 2439-2444.
- Perani, D., Paulesu, E., Galles, N. S., Dupoux, E., DeLaz Paz, R., Bettinardi, V. et al. (1998). The bilingual brain. Proficiency and age of acquisition of the second language. *Brain*, 121.
- Petitto (2001). *Journal of Child Language*.
- Rodriguez-Fornells, A., Rotte, M., Heinze, H. J., Nosselt, T., & Munte, T. F. (2002). Brain potential and functional MRI evidence for how to handle two languages with one brain. *Nature*, 415, 1026-1029.
- Webber-Fox, C. & Neville, H. J. (1996). Maturation constraints on functional specializations for language processing: ERP and behavioral evidence in bilingual speakers. *Journal of Cognitive Neuroscience*, 1996, 231-256.

TICKET OUT THE DOOR

1. The part of the presentation I liked the best was.....

(Would you have liked that expanded upon or was sufficient information provided in the time available?)

1. The part that could have been shortened or eliminated was.....

...because.....

2. As a result of this presentation I feel.....

3. Overall, I thought the presentation was.....

4. This presentation will affect my teaching in the future in that I will.....

5. What would you like the presenter to cover in future talks on the brain and learning?

6. One thing I didn't understand well was.....

7. Would you recommend this presentation to others?

8. Other comments and suggestions:

If you are interested in arranging a workshop for your organization or group please provide the following:

NAME _____ PHONE# (_____) _____

EMAIL _____ BEST TIME TO CALL: _____

NOTES

Academic Language for English Language Learners and Struggling Readers



How

TO HELP

STUDENTS

SUCCEED

ACROSS

CONTENT

AREAS

YVONNE S. FREEMAN

DAVID FREEMAN

Foreword

Robert L. Mrazek

Yvonne and David Freeman

The University of Texas at Brownsville

david.freeman@utb.edu yvonne.freeman@utb.edu

Academic Language for English Language Learners and Struggling Readers

Yvonne and David Freeman

The University of Texas at Brownsville

david.freeman@utb.edu yvonne.freeman@utb.edu

Academic Language

Who are the English language learners and struggling readers?

Exactly what is academic language?

How can teachers help students develop academic language?

Know Your Students

ELLs come with a rich background of experiences and great potential, but they also face many challenges.

The ELL population is rapidly dispersing to states that previously had few ELLs

1 in 5 students K-12 has at least one parent born outside the United States

60% of ELLs are from homes with high poverty rates

The largest number of ELLs are long-term English learners who have attended U.S. schools for 7 or more years

Characteristics of ELLs

Most are Spanish-speaking Latinos (75-79%)

Most live in households where only the younger generation speaks English

Half live with parents who have not completed 8 years of schooling

Half were born in the U.S.

Half are in elementary school, but the greatest increase is in high schools

Types of Students

- **Newly Arrived with Adequate Formal Schooling**

recent arrivals (less than 5 years in U.S.)

adequate schooling in native country

soon catch up academically

may still score low on standardized tests given in English

- **Newly Arrived with Limited Formal Schooling**

recent arrivals (less than 5 years in U.S.)

interrupted or limited schooling in native country

limited native language literacy

below grade level in math

poor academic achievement

- **Long-Term English Learners**

7 or more years in the U.S.

below grade level in reading and writing

mismatch between student perception of achievement and actual grades

some get adequate grades but score low on tests

have had ESL or bilingual instruction, but no consistent program

- **Standard English Learners**

English is the native language

Speak a variety of English that differs in structure and form from Standard English

Understand Standard English but do not speak, read, or write it well
Includes some Mexican-Americans, African-Americans and students who speak regional dialects of English

Academic Language

Who are the English language learners and struggling readers

Exactly what is academic language?

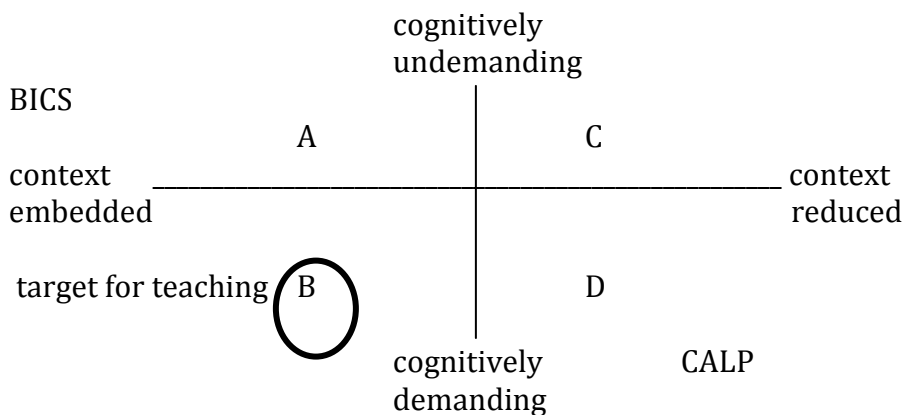
How can teachers help students develop academic language?

Academic language is the register of language used in schools
ELLs need to learn the academic register to read, write, and discuss academic subjects. The primary function of schools is to prepare students with the content knowledge and the academic language needed to understand and produce that knowledge. Students with academic language proficiency can communicate like mathematicians, scientists, social scientists, and literary scholars

• Understanding Academic Language

Cummins developed a distinction between conversational and academic language to help account for the fact that some students who seem to speak and understand English do poorly on school tasks

Cummins' quadrants



Activities for Each Quadrant

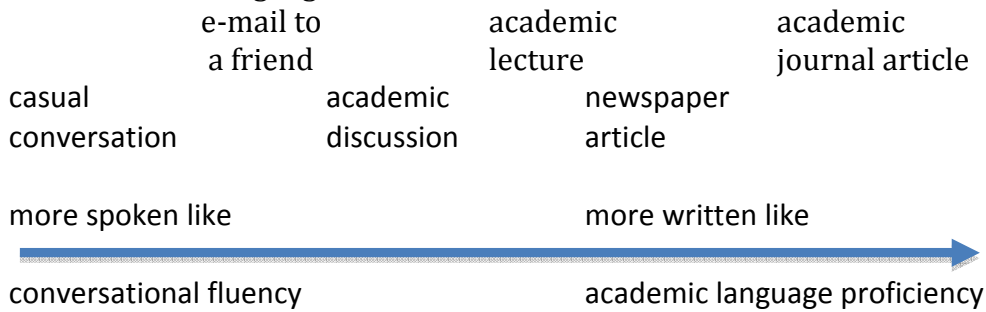
A – Discuss the weather/ do a language experience activity

B – Teach a science lesson about 5 kinds of clouds/ Read a big book about seed growth

C – Discuss an upcoming class party/ Send an e-mail

D – Read a social studies text/ Take a standardized test

Continuum of Language



Differences Between Conversational and Academic Language - Corson (1997)

Conversational language- Mainly Anglo-Saxon vocabulary

Academic language - Mainly Latin-Greek based vocabulary

Differences between Conversational and Academic Language - Biber (1986)

Conversational	Academic
interactive texts – personal involvement	detached style
concrete texts – here and now	abstract texts
immediate style	reported style

Characteristics of Academic Texts – Fang (2008)

Academic texts contain technical vocabulary, they are abstract, dense, and authoritative.

Academic Language

Who are the English language learners and struggling readers?

Exactly what is academic language?

How can teachers help students develop academic language?

Teachers can involve students in context-embedded, cognitively-demanding tasks and build on their oral language to move them from conversational fluency to academic language proficiency

Scaffolding Instruction - Gibbons 2002 4th grade

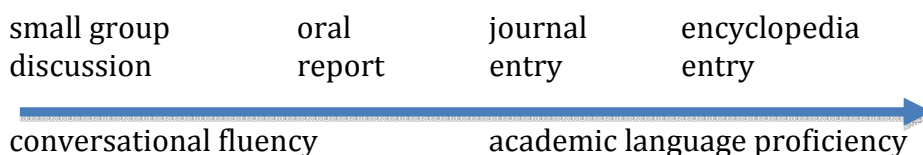
hands-on science activity with manipulatives (magnets)

teacher introduces key vocabulary: attract and repel

teacher guides students as they give oral reports to the class

students write in their journals what they have learned

Bridging from Conversational to Academic Language



Academic language can be considered at different levels

text level

sentence level

word level

Text Level

Engage students in reading academic texts

Introduce informational texts from the early grades

Teach the genres of academic texts

1. Keys for Engaging Students with Academic Texts (Guthrie & Davis 2003)

knowledge goals

real-world interactions

many interesting texts

support for student choice

direct strategy instruction

collaborative activities

2. Early Introduction of

Academic Texts

Students need early and continued exposure to academic texts

Duke (2003) found that the average amount of time 1st graders from low socio-economic backgrounds read informational texts was 1.4 minutes a day

Most of what adults read at work is informational text

96% of the text on the web is informational

3. Teach the Academic Genres

Genres are types of text, such as procedures, reports, or analyses

Each genre has its own organizational pattern and its own features

Students should learn genres as they study different content areas

Genres - Types of Text

- Personal Genres - present personal experiences

Recounts: retells a series of events drawing on personal experience (What I did on my vacation)

Accounts: relates a series of personal events linked with reasons (Why I got in trouble at school)

Narratives: a story with a problem-solution structure. The teller is one of the characters (What I did when I discovered there would be a test after lunch)

- Factual Genres - Present facts

Procedures: list steps for carrying out a task (How to dissect a frog) Procedural

recount: records what was done in a science experiment (Tells steps taken to dissect a frog)

Historical recounts: retell events in a sequence

(Tells events leading to the Civil War)

Reports: present information gathered on a topic (The Atlantic salmon)

- Analytical Genres

Account: relates a series of factual events with reasons (Reasons the French explored the New World)

Explanation: Interprets events giving causes and consequences (Reasons the French explored the New World and some consequences)

Exposition: argues for one interpretation

(2 or more arguments showing the French exploration benefited France)

Academic Language - Sentence Level

Complex sentences with subordinate clauses showing relationships among ideas.

Deconstruct - Reconstruct

One way to help students understand complex sentences is to have them rewrite the complex sentences into simple sentences and then recombine the simple sentences into new complex sentences. This activity is good to use with key passages from their content area textbooks.

Signal words

To understand complex sentences, students need to focus on signal words (grammatical connectors)

Signal words are conjunctions that show the relationships among the ideas in a sentence

Signal words also show connections between sentences

Signal Word Strategy (Fisher and Frey, 2007)

Group signal words by function

addition (in addition, furthermore, also)

example (for example, such as)

comparison (similarly, like)

contrast (in contrast, on the other hand)

cause and effect (because, since, so)

concession (nevertheless, however)

conclusion (in conclusion, finally, to sum up)

Signal Word Strategy

Find several words for each function

Post the lists around the room

Review the lists on a regular basis

Emphasize the words during read alouds

Students can add words to the lists

Students begin using the words in their writing

Academic Language - Word Level

Developing Academic Vocabulary (Graves 2006)

1. Provide Rich and Varied Experiences

Develop students' oral language

Engage students in extensive reading

The chance to acquire a word through reading is 5% (1 in 20 chance)

Average 5th grader reads 1,000,000 words per year

If 2% of the words (20,000) are unfamiliar, the student would acquire 5% or 1,000 new words

Children who read a fair amount, can acquire 5,000-10,000 new words each year

2. Teach Individual Words

3. Teach Word Learning Strategies

Students need general strategies for learning words. These may include:

Using context clues

Using word parts

Using the dictionary and other resources

Using Context Clues

Teacher introduces the idea of using context to determine word meanings

Four step procedure - each is compared with using a VCR (or a DVD player)

Using Context Clues

Play and Question

student reads asking, "Does this make sense?"

Slow Advance

student comes to something unfamiliar

student slows down and rereads sentence

Stop and Rewind

student goes back to previous sentence and reads both sentences looking for clues to meaning

Play and Question

student guesses a meaning and rereads to see if it makes sense (if "yes" go on; if "no" try another guess)

Using Word Parts

Works best for words with a recognizable English base

unwind, restate, ineligible, discourage

Teach the most common prefixes

un, re, in, dis (58% of the prefixes in school texts)

4. Foster Word Consciousness

word consciousness is an awareness of and interest in words

when teachers show interest, so do students

teach word histories

teach cognates

point out similarities and differences across languages - crocodile/cocodrilo

Academic Language

ELLs need academic language

Teachers can teach academic language at the text, sentence, and word levels as they teach their academic content

This approach provides ELLs with academic language proficiency and subject matter knowledge



Enhance your teaching resume

Add an endorsement in English as a Second Language

The Arkansas Department of Education offers an endorsement in ESL to any certified teacher who takes the twelve hours of coursework listed below



Please contact Felicia Lincoln, Associate Professor of ESL in the Curriculum and Instruction Department at the University of Arkansas for help with ESL issues in your classes or for more information about the Additional Licensure in ESL

Office: 479-575-3529 Email: flincoln@uark.edu



Course Rotation for ESL Endorsement Courses (Starting Fall 2009)

Fall:

Second Language Acquisition (CIED 5923)

Second Language Assessment (CIED 5953)

Spring:

Teaching People of Other Cultures (CIED 5943)

Second Language Methodology (CIED 5933)



University of Arkansas
Project Teach Them All

The University of Arkansas Department of Curriculum and Instruction (UA-CIED) is in the second year of implementation for **Project Teach Them All**, intended to increase the number of ESL endorsed teachers in the Springdale School District and northwest Arkansas. The program will serve 100 participants during a five year period and includes coaching to prepare newly endorsed teachers to be mentors and leaders in their schools.

Project Teach Them All is a collaborative effort to implement the KSU CLASSIC[®] ESL/Dual Language Program. The CLASSIC[®] Program is a research-based professional development model and has been successful in Kansas, New Mexico and Alabama. It applies strategies developed for adult learners and utilizes small learning communities to help guide teachers. The CLASSIC[®] Program develops teacher leaders who will strive for increased student achievement among English learners. **Project Teach Them All** will allow in-service teachers to take courses, continue full time jobs, and acquire graduate credit toward a Master's degree.

The **project goal** is to *increase the number and enhance the quality of ESL teachers prepared to serve the growing number of ELL students within the Springdale School District and Northwest Arkansas..* The major expected outcomes are: 1) 100 in-service teachers will receive their ESL endorsement, 2) Use of new ELL strategies in the classroom, 3) Improved LEP student achievement, 4) Sharing information and model strategies to mentor other teachers in their building, 5) Provide mentoring for secondary education Master of Arts in Teaching students by pairing them with participants in the program.

The **policy implications** are broad. This model is now being considered to prepare schools state-wide who are targeting increased achievement for English Language learners as part of their improvement plan. While Northwest Arkansas has the greatest population of LEP students, there are other such students in many remote areas of the state. This leaves many teachers isolated from readily available opportunities for ESL endorsement training. Therefore, the fact that this program is offered through a flexible on-site instructional delivery design is a real advantage.

Project Teach Them All was developed in response to the U. S. Department of Education priority #3 to " support high-quality professional development for secondary content teachers to help these teachers improve academic achievement and literacy and language development of LEP students, including preparation of teachers to provide instruction that reflects aligned State English language proficiency standards and State content standards and assessments."

Project Teach Them All is a program designed to reflect the philosophy shared by the Springdale School District and the University of Arkansas; that we have an obligation to train **ALL** teachers to be teachers of **ALL** students.

Project Director Contact Information: Diana Gonzales Worthen, Ph.D. West Avenue Annex, 24B, University of Arkansas, Fayetteville, AR, phone 872-1977, email dworthen@uark.edu.

Project Investigator Contact Information, Janet Penner-Williams, Ed.D., Assistant Professor, Department of Curriculum and Instruction, University of Arkansas, 214 Peabody Hall, Fayetteville, AR 72701, Phone 479.575.2897, Email: jpenner@uark.edu



UNIVERSITY of ARKANSAS

1871



Northwest Arkansas Education Renewal Zone

Building

BRIDGES

Is what the Northwest Arkansas Education Renewal Zone (ERZ) is about. We help Arkansas children cross bridges from preschool through college to become productive adults

WHAT IS

the Northwest Arkansas Education Renewal Zone (ERZ)?

In 2003, the Arkansas General Assembly established Education Renewal Zones across the state to promote collaboration among public schools, education service cooperatives, colleges and universities, and parents and communities.

The Northwest Arkansas ERZ was established in 2005 to address the needs of schools in Washington, Benton, and Madison counties and is located on the campus of the University of Arkansas in Fayetteville. The Northwest Arkansas ERZs' primary objective is bridge the public schools and education service cooperative with the University of Arkansas.

ARE THERE RESOURCES

from the University of Arkansas you feel could benefit your school? Let us know! You may email us at: Judy Hobson,

jahobson@uark.edu

Nick Tschepikow, ntschepi@uark.edu

CURRENT PROJECTS

the ERZs are partnering with schools, education service cooperative, the University, and/or Arkansas Department of Education:

1. Co-Teach Training in Siloam Springs- February and March, 2009 - ongoing
2. Rural School Partnership with U of A - Spring, 2009
3. N-ACH - a research project with West Fork - ongoing
4. Middle Level Institute - regional - July, 2008 and 2009
5. UASSP - 2006-2009 (concluded)
6. UAMSP - (AP Physics and Calculus teacher training) - 2009-2014
7. UA-ESP (Engineering Science Partnership - 40 6th and 7th grade teachers) 2009-2011
8. ESL Symposium - 1st Annual - April, 2009
9. High School Redesign - Spring, 2008 - Algebra II TIA
10. High School Redesign - February, 2009 - Vertical Articulation - ongoing

OFFICIAL ERZ PARTNER SCHOOLS

<u>Bentonville</u>	<u>Gravette</u>	<u>Rogers con't</u>
Washington JHS	Gravette Lower and Upper ES	Elmwood MS
<u>Decatur</u>	Gravette Middle School	Kirksey MS
Decatur ES	Gravette High School	Lingle MS
Decatur MS	<u>Huntsville</u>	Oakdale MS
Decatur HSI	Watson Intermediate	<u>Siloam Springs</u>
<u>Farmington</u>	Huntsville MS	Siloam Springs ES
Jerry "Pop" Williams ES	Huntsville HS	Siloam Springs MS
George Ledbetter ES	<u>Pea Ridge</u>	Siloam Springs HS
Farmington MS	Pea Ridge ES	<u>Springdale</u>
Farmington HS	Pea Ridge MS	Harvey Jones ES
<u>Fayetteville</u>	Pea Ridge HS	Harp ES
Owl Creek K-7	<u>Prairie Grove</u>	Walker ES
Holt MS	Prairie Grove Primary	Helen Tyson MS
McNair MS	Prairie Grove MS	Hellstern MS
Ramay JHS	Prairie Grove HS	J.O. Kelly MS
<u>Gentry</u>	<u>Rogers</u>	Central JHS
Gentry Primary	Bellview ES	George JHS
Gentry Intermediate	Grace Hill ES	Southwest JHS
Gentry MS	Northside ES	<u>West Fork</u>
Gentry HS	Russell Jones ES	West Fork ES
	Tucker ES	West Fork MS
		West Fork HS

SAVE THE DATE

FEBRUARY 26, 2010

SECOND ANNUAL ESL SYMPOSIUM

Some Speaker Ideas:

Carlos E. Cortes (The Children Are Watching: How the Media Teach About Diversity)

Jim Cummins (BICS and CALP)

Socorro Herrera (CLASSIC Model)

Elena Izquierdo (UTEP Professor and National Consultant - 2009 NABE President)

Deborah Short (Center for Applied Linguistic and SIOP Co-Author)

Lorraine Valdez Pierce (Authentic Assessment of ELLS)

Some Topic Ideas:

Assessment

Assessment Accommodations

Academic Language

Vocabulary

Deep Culture