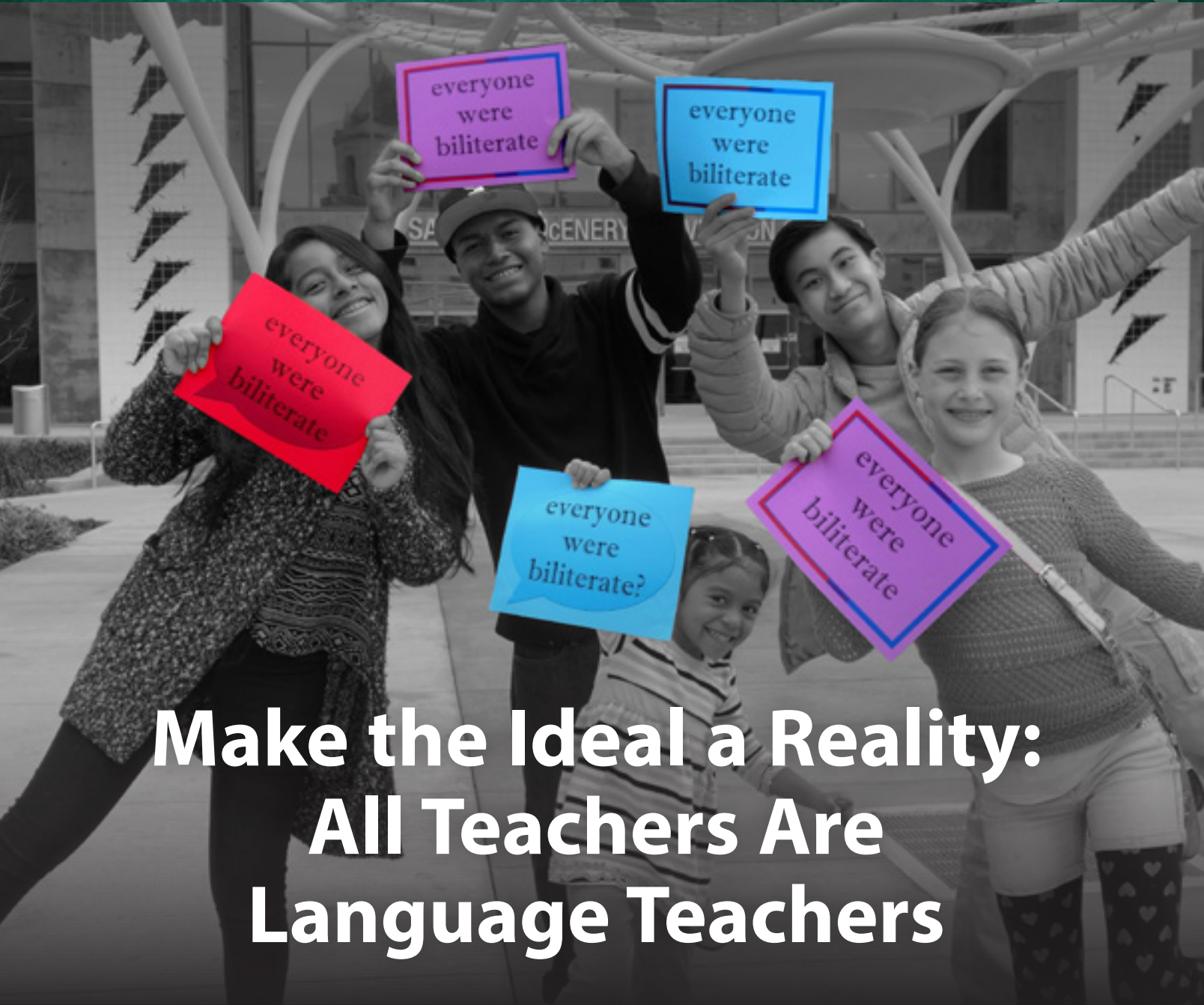


Perspectives

APRIL-JUNE 2015

A PUBLICATION OF THE NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION



Make the Ideal a Reality: All Teachers Are Language Teachers

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Why I Kept My Kids Out of Preschool

Anita Pandey

Morgan State University

Introduction: ¿Por qué?

Quality preschool, as we know, is key to life-long success, as the research clearly shows. After all, if the human brain is most responsive (acquiring some 85% of its intellectual mass) before the age of five, then these early years are critical. Why then did I, an academic, choose to keep my children home? The reason is simple; I could not find in my vicinity a preschool that employed two or more languages with their children. To me, my children's multilingual skills, that is, their ability to understand and utter interaction-facilitating words and phrases like "abhi, abhi, nahi, nahi, bus bus!" (now, no, enough!) in Hindi and Spanish with me and with each other was *bahot zaroori*—far more important than being able to "read" books in English and to merely maintain in their repertoires fashionable relics of another language they once knew, such as greetings and expressions of love and/or other sentiments, like "Kese ho?" (How are you?)

That's because I firmly believe that no amount of reading and writing instruction yields success until a child has developed phonemic awareness (i.e., can identify the individual and blended sounds of the languages she hears and connect them to their written representations) and a sizeable vocabulary, which speech and interaction foster. So first comes speech (primary literacy) and only then or alongside this, once a child's interaction skills have been excited and fine-tuned through experiences that require them to collaborate and simultaneously build their critical thinking skills, their reading and writing (secondary literacy). I was convinced back then, as I still am, that quality preschooling would replicate to the extent possible, the sociolinguistic milieu of a child's home and primary community, and attempt to steadily amplify this experience

by adding in another language or two, and ardently use more than just English to stimulate my children's senses, so that they could be fully engaged—cognitively and otherwise. The *Ten Pillars of a Good Childhood*, a handy checklist developed by the Association for Childhood International (www.decadeforchildhood.org) was designed to do precisely this—to remind us of our obligation to all children. These guidelines summarize and highlight the primary tenets of the UN Convention on the Rights of the Child. First, children need "loving caregivers" and "strong families." Since language undergirds interaction, creative play (Pillar 2), "creative expression" and comprehensive or all-around engagement (Pillars 6 & 7), alongside practically every other index, including a child's sense of safety and security (Pillar 1) and "supportive, nurturing communities" (Pillar 8), home language maintenance should be a priority. Indeed, successful early and life-long

education is contingent upon sustained use of one's primary language.

Después

I was afraid that the moment my children heard just one language in their school day, they would stop using other languages, so I tried to stall what I feared was inevitable. And sure, just as I had predicted, both my





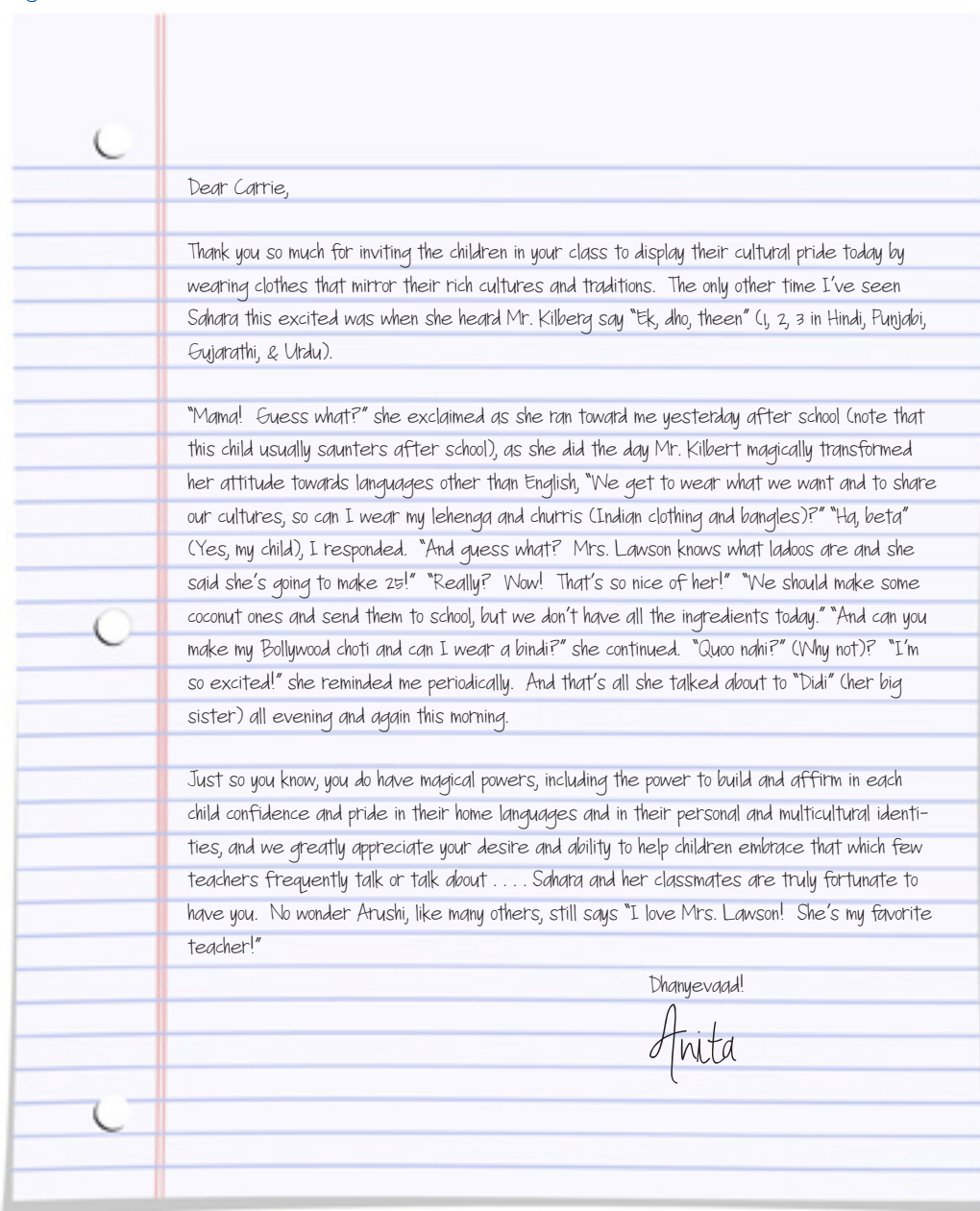
children, one after the other, started using just English with each other and even with me. Their performance might have been rated higher had their other language skills been considered in the assessments. I believe the reason they were “on grade level” in the first few years (K-2) was because, while their English skills were acceptable, what they had learned at home didn’t matter. Both shared that they didn’t feel at home at school, and periodically announced “I hate school!” Clearly, like most bilinguals, we hadn’t excluded English in our home, unlike what many teachers assume is common practice in homes where languages other than English are spoken. We had simply included Hindi (mostly) and some Spanish in our daily exchanges—yielding a multi-language environment, but their teachers in those early years appeared to care just about English. Not surprisingly, they were monolingual, which might explain why they expressed minimal to no interest in other languages—even when I sometimes managed to force my children to code-mix in couplets and other assignments, and when I did my best to mention their Hindi and Spanish language skills at PA meetings. I noticed that my children began to question me when I reminded them to use the other languages we had been using at home. My “Hindi bolo” (“Speak Hindi”) plea fell on deaf ears, probably because I wasn’t enforcing and reinforcing the language of the school. Nothing hurt more than when they announced and threatened, as they increasingly did, “No more Hindi!” “Who cares about Hindi?” and “I’m not going to speak any more Hindi or Spanish!” I was mortified by the extent of my children’s home language resistance and utter rejection. And then a miracle happened-- a teacher at the school came to the rescue! It was around the time my youngest was about to complete first grade, and this experience is referenced

in the following letter that I sent to my 3rd grader’s teacher earlier this week (see **Fig. 2**).

Since that day, when my youngest heard a school authority, Mr. Kilberg, use three words from Hindi inside her school, both my children have returned

home-- figuratively. What I mean is that their negative attitude towards other languages has been replaced with a deep respect for differences. They have resumed their use of code-mixed language at home and have made every effort to seek out multilingual

Figure 2: A Parent’s Letter to a Teacher





media and to employ other languages in their classroom assignments and in arts and crafts and other self-creations not initiated by their instructors. In my experience, children, like most adults, love to share their stories and that's how they learn quite a bit. This is hardly surprising, as they feel validated. When we invite them to share what they know much about, such as their language, culture, and interests, we ignite in them a love for learning (essentially continued discovery and analysis), and more importantly, we empower them. The confidence they display as a result mirrors their successful socialization in the academic world.

Since language (verbal and nonverbal) undergirds instruction, learning and assessment, and most accurately mirrors a child's understanding, abilities and overall school readiness, a preschool that prizes bi/multilingualism, as most of us would agree, is the most qualitative one can provide—and not just for those children in whose homes languages other than English are employed. Indeed, when we don't mention other languages or use with alacrity words and

I remind fellow educators in *Language Building Blocks* (2012), what we don't say speaks volumes (p. 105). Yet, it's a shame that we view mainstream children from English-dominant homes that are enrolled in bilingual schools as privileged, yet tend to consider "ELLs" in bilingual programs (most of them short-term or transitional) as "at-risk."

Even the labels we use convey these sentiments. Take the label "ELL," *English language learner*, so widely used to describe many students and non-students resident in the U.S. It says that a person is learning English. Unlike the term *dual language learner*, it makes no mention of the other language skills the individual in question possesses. While "ELL" is more positive than LEP (limited English proficient), it is still biased in favor of English. How can we expect to fully engage all children when we deny so many their heritage—their home language(s)? Kharkhurin (2012) aptly sums up this contradiction when he observes: "Ironically, the social and professional success in the country of immigrants turns out to be contingent on an individual's ability to

into mainstream English speaking society" (p. 139).

We tend to consider students' abilities and scores in English as the primary gauge of success and often forget that actually growing their home language skills is the fastest and most effective way to attain this objective. If in the process, students learn two or more languages and cultures, and two or more ways of constructing and analyzing their world, what's wrong with that? Isn't their love for more than one language likely to make them more creative and globally competitive? If bilingualism is a plus for the bourgeois, then it's a plus for all. Why else would the European Commission mention "the learning of languages and development of innovation and creativity" under "key competencies" (Commission 2008, p. 137) in its report to European parliaments. And does institutional use of more than one language really cost that much more? Not really, as the Indian government's "Three Language Formula" and the successful Utah Dual Language Immersion program report (Utah State Office of Education, 2013).

If inundating students with just English is the fastest way to attain this objective, then why is it that despite its mandate of four hours of English a day (which one student described as "equal to zero"), the performance of AZ's ELLs' on the nation's 2013 report card—and not just in reading, but in math, as well—has declined ever since its English-only amendment in 2005? Achievement gaps persist when monolingual and monocultural instructional practices are employed. "The achievement gap between white and black students actually widened by five points between 1992 and 2013, to a 30-point gap. The score for English language learners (ELL) has also *fallen significantly since 2005* (they weren't separated as a group in 1992)" [emphasis added] reports *The Christian Science Monitor* (<http://www>.

We tend to consider students' abilities and scores in English as the primary gauge of success and often forget that actually growing their home language skills is the fastest and most effective way to attain this objective.

other inviting samples from them, we send the message that other languages—and associated cultures—are unimportant. As

minimize the link between one's ethnic, cultural and linguistic origins and to assimilate

csmonitor.com/USA/Education/2014/0507/US-report-card-stagnation-in-12th-grade-math-reading-scores). Yet, “the percentage of students who are Hispanic has risen from 7 to 20 percent in that time, and the percentage of students with a disability has doubled, from 5 to 11 percent, while the portion of students who are white has dropped from 74 percent to 58 percent,” the report continues. John Easton, director of the Institute of Education Sciences and acting commissioner for the National Center for Education Statistics is quoted as saying:

What this means is that when we overlook the value of languages other than English, and of multi-cultural and multimodal modes of contact, students are minimally engaged (Pandey, 2014a, b, c, 2012, 2010; Kharkhurin, 2012; Paiva, 2011; Block, 2007; Houk, 2005; Chee, 2003).

Students in need of special education, and dual language learners/DLLs, as well as speakers of non-Standard dialects of English are consistently portrayed as “at-risk” and high-need, despite evidence that they have unique *funds of knowledge* (Pandey, 2010).

High quality professional development (PD) and teaching at all levels—especially preschool, when children are most impressionable and vulnerable—must prioritize multilingualism and multiculturalism.

“We don’t explain away test scores based on demographics.” “But it is also useful to keep in mind that we are seeing increases in some subgroups that have traditionally performed lower than some other subgroups. It increases the challenge on us to reach out to these student groups.” Arguably, lack of language and cultural consonance or *cultural comfort* as I prefer to term this instructional trend of emphasizing and prioritizing just English is largely responsible for the under-performance of many minority language speakers. Research shows that identity (i.e., feeling a sense of affinity towards one’s teacher and the school culture) is central to learning, particularly in the formative years.

Despite the growing linguistic diversity in our schools and communities, and the increased focus on accountability, individualized instruction that taps *students’ primary cultures and languages*, and *collaboration* with their families and communities is still lacking, yet these approaches help all students realize their full potential. Most policy makers get caught up in the *numbers game* (i.e., counting the numbers of “at-risk” students, and the number of Standard English words they know, as well as the number of years they take to master English, and tracking their test scores, among other frequently employed success indicators) and forget that *quantity is not quality*.

According to the Nov. 2013 issue of *Education Week*, “Larger shares of students reached the “proficient” level in 2013 than did so in 2011, and achievement was far higher than when the tests were first given in the early 1990s. But the numbers still painted a less-than-rosy picture of American academic strength: In grade 4, only 42 percent of students are proficient in math, and 35 percent are proficient in reading.” Interestingly, most ELLs’ performance remained unchanged since 2011 (see summary scores in Fig. 1 below).

Despite a slight nationwide increase in non-ELL 4th graders’ performance on both math and reading, the scores of ELLs in both areas actually fell (by 3 to 4 points) in English-only States, with the exception of TN (where the exclusion rate for ELLs and students with disabilities—two groups which unfortunately, are often conflated—has been traditionally high²). This is noteworthy and warrants further attention. This drop in ELLs’ scores in these states strongly suggests that the *language and culture of instruction* are having a negative impact on students’ performance. Given that nationwide, the number of so-called ELLs is on the rise,³ remedying language-instructional approaches teachers employ is urgent. To date, no study shows that bilingual approaches do not work. On the contrary, more and more studies show the all-around pluses of integrating other languages in classrooms across America and the world, even in schools not designated as “bilingual.” Why then is it taking us so long to understand this simple point (i.e., that language that is easily understood = success)? As Kharkhurin (2012) reminds us, “[T]he increasing demands for creative enterprise emphasize the importance of creative education as never before (p. 136).



Figure 1: “ELLs” Scores in 2013

13%

In 4th grade math deemed “proficient” (increase since initial); 4% in 8th grade math (no increase since initial)

6%

in 4th grade reading; 3% in 8th grade reading (no increase since initial or previous assessment)

El Fin y Recommendations

High quality professional development (PD) and teaching at all levels—especially preschool, when children are most impressionable and vulnerable—must prioritize multilingualism and multiculturalism. For this to happen, institutional backing is

essential. The visible absence of a sufficient number of state and federal agencies and/or offices which overtly celebrate the bilingualism and multilingualism that is America (in their names for instance), is a testament to the inert workings of an English-only pedagogy in many locations—one that is largely responsible for our achievement gap. For starters, employees and administrators at the U.S. Department of Education's OELA office should work to promptly change the name to something more inclusive, like Office of Language Acquisition, echoing the far more welcoming Romance language greeting (H)OLA. As of December 12, 2014, the opening lines on the Website still read "Thank you for visiting the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students homepage," reminding us of the challenges we face.⁴ When the nomenclature our policy makers and funding agencies employ is assimilationist, then we must start by changing this, so that we can work to eliminate the sociolinguistic biases that are so ingrained and pervasive in our society.

At the district and local level, in addition to professional development aimed at enhancing administrators,' instructors,' and families' *multicultural competence*, offering *survival language sessions* before or after school and/or on weekends is highly advisable, alongside best practices for (second) language and literacy acquisition, and culturally inclusive vocabulary building strategies. These could be facilitated in whole or part by students and parents, simultaneously bridging the school house and the home—and enhancing the relationship between parents and caregivers in the process (Pandey, 2010). Only then will success in core competencies rise for the vast majority instead of a select few. We must ensure that educators get to know each student and publicly acknowledge and embrace the language and literacy practices they bring with them. California's award of the Seal of Biliteracy is commendable in this regard and should be emulated in every state. It's time to move beyond pseudo bilingualism and lip service, and to stop regulating English as the language of instruction in a country that does not constitutionally mandate English. Indeed, it's time to start focusing on what students really need to succeed—the language of genuine interest and care and other

supports (not overhauls) that build on the rich sociolinguistic capital our children bring to the school table. To put it simply, schooling should be complementary, not contradictory to one's home life (philosophy), and working closely with caregivers and community leaders can make this reality of success come to life for more than just a few. ★

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Endnotes

1. *Very important* in Hindi and Urdu. Some Hindi speakers would use a *j* in place of the *z*, given that the sound *z* is absent in Hindi. Many Hindi speakers simply borrow the *z* from Urdu.
2. "Georgia, Kentucky, North Dakota and Tennessee all had 8th grade reading exclusion rates over 25 percent for students with disabilities" states the report. "North Dakota and California had among the highest exclusion rates for 4th grade students with disabilities, with 17 percent and 16 percent, respectively. Kentucky excluded 17 percent of its 8th grade students with disabilities," it continues. In contrast, bilingual-friendly states like NM had lower exclusion rates for both ELLs and students with "disabilities." New Mexico, for instance, only excluded 7 percent of its English-learners from the 8th grade reading NAEP in 2013 as opposed to 44% in 1998.
3. In 2013, Hispanic students made up approximately 24% of the fourth-grade student population, up approximately 18 percentage points since 1990 and 1 percent since 2011. Hispanic students made up approximately 23% of 8th graders, up 15% points from 1990 and about the same as 2011. The percentage of ELLs in 4th grade increased from about 4% (math 1996) or 5% (1998 reading) to about 10% in 2013. The percentage of ELLs in 8th grade increased from about 2% (1996 and 1998) to 5% in 2013. These numbers have grown since last year.
4. *English Learners: an Asset for Global, Multilingual Future* reads the first "What's New" tab. While it is indeed the case that DLLs are an asset, there is no reason that all American students can't be assets for our global multilingual world, and one that is not merely predicated on the distant "future."
5. A growing number (some 8 million) are "grandfamilies," the term NRP used in its December 15, 2014 *Morning Edition* broadcast to describe this rapidly growing multigenerational modern family. Around one in 10 children lives in one, and Hispanic and Asian families "are twice as likely to live with multiple generations in one house." "There are benefits," says Diana Limongi, whose Ecuadorian parents moved to the States 39 years ago, like the fact that her son gets to learn and keep Spanish, which his grandparents use with him. "It's really priceless," she says. "It's very important for the grandkids to have that contact," she concludes (see *When Grandma's House Is Home: The Rise of Grandfamilies*; <http://www.npr.org/2014/12/15/369366596/when-grandmas-house-is-home-the-rise-of-grandfamilies>).

Dr. Anita Pandey (languagebuildingblocks.com) was selected by the **Association for Childhood Education International** and the **Alliance for Childhood** as a 2014-2015 *Ambassador for Childhood* (<http://acei.org/acei-news/second-cohort-of-ambassadors-for-childhood>), based on her advocacy (<http://www.decadeforchildhood.org/>) and research contributions in the field, and her work with children in developing countries, through non-profits like The Unforgotten (www.unforgotten.org), for which she is the volunteer Education Advisor. She is Executive Board Secretary of NABE, as well as Professor of Linguistics and Coordinator of Professional Development (PD) and Communication at Morgan State University, Baltimore, Maryland. She was the team leader for the winning My Brother's Keeper P-3 proposal **Con Todos! (With All): Enhancing Parent-Teacher Engagement for Meaningful Outcomes in Early Childhood**, and recipient of the 2013-2014 Morgan State University **President's Award for Outstanding Achievement in Creative Activities**.





Make the Ideal a Reality: All Teachers Are Language Teachers

Yee Wan, Santa Clara County Office of Education
Angelica Ramsey, Santa Clara County Office of Education
Irma Bravo Lawrence, Independent Consultant

All teachers are language teachers. What does this statement mean? What might it take to make this statement a reality? How much language do teachers in the content areas need to teach? What type of language instruction should be provided by content area teachers? What will it take for content teachers to be able to explicitly teach language throughout the day? There are no simple answers to any of these questions. In the 2011-12 school year, there were 4,472,563 English learners (ELs) in the United States, comprising 9% of all students in grades pre-K through 12 (OELA, 2015). Without full support in the development of academic language and content knowledge, many of the students identified as ELs have become long-term English learners (LTELs)—defined as ELs enrolled in U.S. schools for five or more years without exiting EL status. The LTEL data creates an urgency to prevent the creation of LTELs that are reflected in these findings:

- ▶ In 2010, 40 California school districts

reported that 59% of secondary school ELs were LTELs, and that 50% of kindergarteners may become LTELs.

- ▶ In 2013, 13% of all ELs in New York City were LTELs, while in some schools, the percentage of LTELs in any grade ranged from 25 to 50% of ELs.

(OELA, 2015)

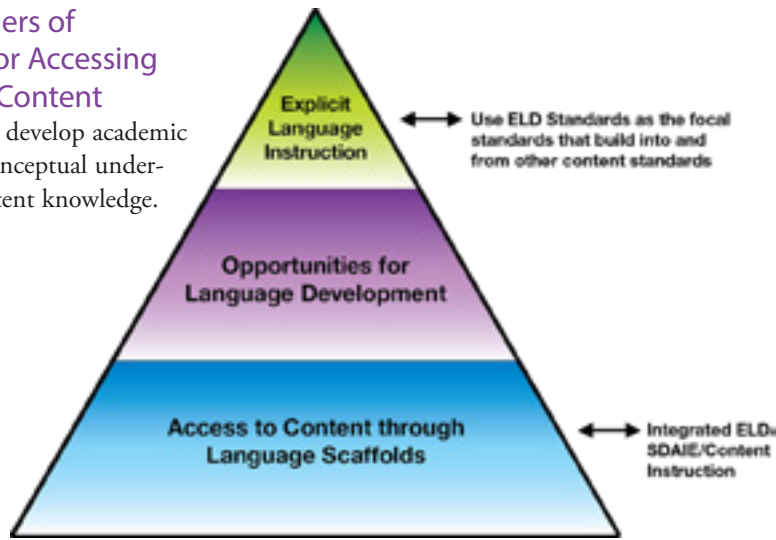
In a commitment to support all student achievement, including English learners, the California State Board of Education outlined the following vision for California students:

“All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.”
 (California Department of Education, 2012)

This vision led California to be the first state to adopt a curriculum framework that combines English Language Arts (ELA), for all students, and English Language Development (ELD), specifically for English learners (CDE, 2014). The 2014 CA ELA/ELD Framework recognizes the need for students to develop content knowledge and academic English through explicit English Language Development in content area instruction throughout the school day as well as designated ELD instruction in a protected time within the regular school day. In addition, the California Department of Education is currently producing documents that identify the correspondence between the 2012 California English Language Development Standards (CA ELD Standards) and the California Common Core State Standards for Mathematics (CA CCSSM), and between the 2012 CA ELD Standards and the California Next Generation Science Standards (CA NGSS). These resources illustrate the connection and

Figure 1.1 Tiers of Instruction for Accessing Grade Level Content

The goals are to develop academic language and conceptual understanding of content knowledge.



application of the CA ELD Standards to the language demands found in Mathematics and Science, and will support mathematics and science teachers as they use the language of the CA ELD Standards when planning for instruction.

New Curriculum Framework, New Expectations

This is an important shift in state guidance because it signals to all educators the importance of ensuring access to the core curriculum for every student, while emphasizing the distinct nature of language development for students who approach English language learning from a base in another language. According to the CA ELA/ELD Framework, all teachers with ELs in their classrooms should use the grade-level CA CCSS for ELA/Literacy and other content standards as focal standards for content instruction. Furthermore, the framework states that all teachers should also use the CA ELD Standards in order to ensure ELs are fully supported to access rich content knowledge and develop academic English across the disciplines. The term that applies to this use of the CA ELD Standards throughout the day in all content areas supporting ELs' academic and linguistic development is integrated ELD. In addition to being addressed during integrated ELD, the CA ELD Standards should be used as focal standards for designated ELD instruction, which is a specific time of the school day during which teachers use the CA ELD Standards to attend to ELs' particular English language development needs (California 2014 English

Language Arts/English Language Arts Framework, Chapter 1, p. 23).

The expectation that all students will be college and career ready requires English language development instruction during content instruction as well as during a protected time for designated ELD. Based on a recent survey with teacher leaders and coaches in Santa Clara County, over 75 percent of those who responded, identified teacher knowledge in ELD instruction as one of the major challenges in implementing the CA ELA/ELD Framework.

Provide Integrated ELD Instruction in Content Classes

Specially Designed Academic Instruction in English (SDAIE) strategies have been widely used to provide English learners access to grade level academic content. These strategies are often referred to as Sheltered or Scaffolded Instruction. As indicated in **Figure 1.1**, many teachers make use of specific visual cues, realia, graphic organizers, cooperative groups, etc. during instruction. Within the SDAIE setting, many teachers also informally attempt to provide opportunities for students to share their ideas, explain their thinking, and engage in conversations. However, these classrooms frequently lack reference to the ELD standards or offer instruction of the discipline's use of academic language; therefore, they do not provide optimum instruction for English learners. For English learners to have full conceptual understanding of the content standards, to develop strong academic language, and to be able to use language in an authentic manner, they must receive explicit

language instruction aligned to the ELD Standards throughout the school day AND during the protected time of instruction.

Santa Clara County Initiatives

Within the context of California's new expectations for the integration of CA ELD Standards in ELA/Literacy Standards, CA CCSSM, and CA NGSS, and utilizing the resources being developed by the CDE, the Multilingual Education Services Department at the Santa Clara County Office of Education (SCCOE) has developed a pathway for supporting professional learning for teachers and administrators. The objectives of the system are to:

- ▶ Assist site instructional leaders as they build school structures of collaboration that focus on 21st century student learning
- ▶ Assist teachers as they develop the capacity to deliver high quality instruction that will provide access for ELs in integrated and designated ELD
- ▶ Assist teachers to ensure that all students will become 21st century global citizens with high levels of academic language and the ability to demonstrate real-world application of rigorous academic content

An essential resource of this system is the *Integrated and Designated English Language Development (ELD) Toolkit for All Teachers (K-12)*. The Toolkit is designed to support teachers to intentionally address the CA ELD Standards during integrated and designated ELD instruction. This toolkit will assist teachers as they learn and plan integrated instruction, utilizing approaches stated in the 2014 ELA/ELD Framework and the content standards.

The ELD Toolkit explicitly connects content area instruction in the Common Core State Standards and the CA ELD Standards which are intended to be used in tandem. The instructional components reflect researched-based approaches to support the development of academic language and literacy for ELs. For example, academic language teaching is designed to give students opportunities to use language meaningfully by employing targeted language structures or language stems to express, rehearse, and apply discipline-specific academic vocabulary.

The following lessons should be seen in the context of two teachers, an ELD teacher and a science teacher, collaborating to teach language and content. The two teachers determine the language demands of the content lesson to be taught and supported in ELD to facilitate learning the content in the Science class.

Figure 1.2 Key Features of the Integrated and Designated ELD Toolkit for All Teachers

Key features of the ELD Toolkit include:

Essential Question: highlights the knowledge and language skills students are to master for a particular standard.

Learning Target: is a statement written from the student perspective and explicitly says what students are expected to know and do at the end of the lesson or unit, based on the content, or ELD standard. A Learning Target is also used by students to self-assess their own learning.

Language Target: is a statement written from the student perspective and describes the specific language students can use to express learning during a lesson or unit. A Language Target is also used by students to self-assess their own learning.

Activate Prior Knowledge: connects background knowledge or past experiences of students to help them bridge with and understand new concepts being taught. This feature provides an example a classroom teacher can use to activate this prior knowledge.

Academic Language: broadly refers to the language (vocabulary, grammatical structures, language functions) used in school to help students develop content knowledge and the language students are expected to use to convey their understanding of this knowledge. It includes these levels:

Word Level: parts of speech, word parts, words with affixes, compound words, comparatives, content vocabulary and textbook academic terms

Sentence Level: simple, compound, and complex syntax structures of the discipline or subject area

Text Level: features and organization of narrative, informative/explanatory, opinion, and argument

Collaboration and Interaction: describes teacher modeling, teacher-student and student-student collaboration through structured routines for interaction including ways for students to build on one another's ideas, opportunities to process the new concepts, or create a representation of concepts learned.

Formative Assessment: is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning that improves students' achievement of intended instructional outcomes.

Academic Discourse: refers to communication of meaning in any modality for academic purposes across all content areas.

Language Functions: are the purposes for which we use language.

Language Forms: refer to the grammatical structure of words, clauses, and sentences.

Language Frames: are sample response frames that provide students support to construct coherent sentences to facilitate academic conversations and develop syntactical knowledge.

Content Area Examples: illustrate how the target ELD standard and its related language features are integrated in a lesson in a content area.



This is an important shift in state guidance because it signals to all educators the importance of ensuring access to the core curriculum for every student, while emphasizing the distinct nature of language development for students who approach English language learning from a base in another language.



Figure 1.3 illustrates the features of the toolkit, which should be considered as teachers plan a designated ELD lesson. Teachers need to include explicit language instruction to support the learning in other content areas. Designated ELD instruction is designed to use the ELD Standards as the focal standards to provide access to academic content for ELs.

Figure 1.3 2nd Grade Designated ELD Lesson: Condensing Ideas

1. CA ELD Standard, Grade 2, Part II, Standard 7
Students condense clauses in a growing number of ways (e.g., through embedded clauses as in, She’s a doctor. She saved the animals. She’s the doctor who saved the animals.) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence with moderate support.
2. Essential Question
What are the multiple ways to condense clauses and create precise detailed sentences?
3. Language Proficiency Level
Intermediate <i>* Teachers are encouraged to use the language proficiency level(s) corresponding to the ELD Standards as a guide to plan for differentiation.</i>
4. Learning/Language Target
I can condense sentences using embedded clauses to create precise detailed sentences.
5. Activating Prior Knowledge
Spin and Add a Sentence - On the board there are 8 to 10 numbered simple sentences lacking details. Ask a student to spin a wheel; the number on which the spinner lands indicates the sentence of focus. Students read the sentence chorally. Ask students to suggest additional sentences that connect to the one chosen, and record them on the board. Lead students in condensing the ideas in the two sentences using a clause and the right transitional word to write a longer sentence. Add details such as adjectives or adverbs to create an interesting sentence. When possible, use humor by adding unexpected adjectives or adverbs.
6. Identifying Academic Language Demands
Word Level Condense sentences by using “and”, “but”, “because”, “that” and “or”
Sentence Level The standard focuses on condensing ideas using commas, conjunctions and details in embedded clauses: <ul style="list-style-type: none"> • Joe’s brothers are afraid to dive in the pool. He isn’t afraid. • Joe’s brothers are afraid to dive in the pool, but he isn’t. • The weather is very bad today. It is windy. It is raining. It is cold. • The weather is very bad today because of the wind, rain, and cold.
Text/Clause Level - Independent and Dependent Explain and teach explicitly the differences between an independent clause or a complete sentence and a dependent clause. <ul style="list-style-type: none"> • We saw the woman / <u>who came from Japan</u>. • A car / <u>that is fast</u> / is fun to drive. • You will get to play the game / <u>that you like</u> / on Friday.

continued>

7. Explicit Language Development through Collaboration and Interaction

Teacher Modeling

- The teacher thinks aloud as he/she models using commas and identifying the independent and dependent clauses to create a precise and detailed sentence.

Student-Teacher Collaboration

Write-Think-Rewrite (embedded clauses)

- Students listen as the teacher reads a short modified excerpt from a familiar story where events or actions are written in single simple sentences. For example: Once upon a time there lived a poor widow and her son Jack. One day, Jack's mother told him to go the market. Jack's mother told him to sell their only cow. Jack's mother told him to bring the money from the sale of the cow back to her.
- As students retell the story they just heard, the teacher records the events. Explanations are given to students that these sentences will be reconstructed into a single sentence that contains the same events or actions but have been condensed into one longer more precise detailed sentence that avoids repetition.
- Now model the condensing of ideas, writing and thinking aloud. For example, "One day Jack's mother told him to go to market, sell their only cow, and bring the money back to her."
- Embedded clause: The next day, /when Jack woke up in the morning and looked out of the window/, he saw that a huge beanstalk had grown from his magic beans! Present more examples of embedded clauses. (*Jack and the Beanstalk*, shortstorieshort.com.)

Student Interaction

- The teacher posts the appropriate number of transition words for the class on a chart or board.
- The teacher selects and exhibits a number of pictures from a story and writes a sentence, which includes a dependent or embedded clause that correlates with each picture.
- The teacher selects and exhibits a number of pictures from a different story. The students tell what they see in picture one, then two, etc. The teacher writes two sentences based on what students say about each picture.
- Students chorally read the sentences written about each picture. Students discuss in pairs ways to condense ideas in these two sentences.
- The students condense ideas by using a sentence frame to combine the sentences. For example, /With the help of her fairy godmother/(the dependent clause), Cinderella arrived at the ball, met the prince, and lived happily ever after.

- An example for the intermediate language proficiency level:

The doctor had to change clothes, wash his hands, and put on gloves.

_____ (noun) _____ (first idea), _____ (second idea), _____ (conjunction) _____ (third idea).

- An example for the advanced language proficiency level:

When the game was over, Jordan ran a mile, swam ten laps and jumped rope one hundred times.

_____ (dependent clause) _____ noun (person) _____ (first idea) _____ (second idea), _____ (conjunction) _____ (third idea).

- Students can work in groups to practice identifying the independent clause in a piece of text by determining which part is the complete sentence within the longer sentence. Students are provided response frames for interaction: I think this part is a complete sentence (or not) because _____.

8. Formative Assessment

- Students are grouped in pairs. There are sentences on the board. Students will hear the sentences read to them by the teacher and then the students will read and write them on their own. Students will discuss each sentence and highlight the conjunction and underline the independent clause in each sentence.

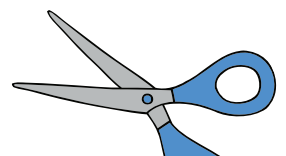
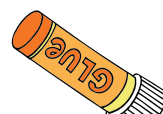
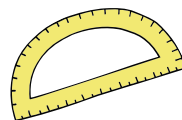
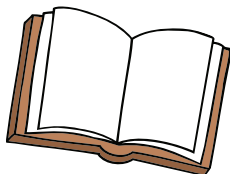
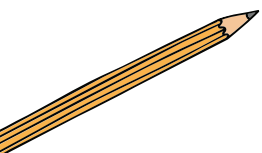



Figure 1.4 illustrates how content teachers can collaborate with ELD teachers and integrate ELD when delivering content instruction. Scaffolded instruction is provided through activation of prior knowledge, academic language instruction, teacher modeling, teacher-student collaboration, student interaction, and language frames.

Figure 1.4 2nd Grade Integrated ELD Science Lesson: Properties of Matter

1. Content Standard Next Generation Science Standards, Grade 2																																																																																																																																																																																																																																																																																															
<p>PS1.A: Structure and Properties of Matter</p> <p>Different properties are suited to different purposes</p> <p>Using the Science and Engineering Practices</p> <ul style="list-style-type: none"> • Planning and Carrying Out Investigations. • Analyzing and Interpreting Data <p>Connecting through the Crosscutting Concept</p> <ul style="list-style-type: none"> • Cause and Effect <p>See Figure A Experiment Materials</p> <p>See Figure B Graphic Organizer</p> <p>Figure A Experiment Materials</p> 	<p style="text-align: right;">Figure B Graphic Organizer</p> <div style="border: 1px solid black; padding: 5px;"> <p>Name _____ Date _____</p> <p style="text-align: center;">Properties of Solid Objects</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">tennis ball holder</th> <th style="width: 10%;">plastic shape</th> <th style="width: 10%;">cardboard ring</th> <th style="width: 10%;">cardboard cone</th> <th style="width: 10%;">cork</th> <th style="width: 10%;">fabric</th> <th style="width: 10%;">plastic rod</th> <th style="width: 10%;">tongue depressor</th> <th style="width: 10%;">pipe cleaner</th> <th style="width: 10%;">CD Case</th> <th style="width: 10%;">shoe lace</th> <th style="width: 10%;">piece of foam</th> </tr> </thead> <tbody> <tr><td>flexible</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>rigid</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>smooth</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>rough</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>soft</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>hard</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>flat</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Word Bank of additional properties</p> <ul style="list-style-type: none"> color pink black brown transparent can hold other matter curved cone shaped cylinder fuzzy </div> </div>		tennis ball holder	plastic shape	cardboard ring	cardboard cone	cork	fabric	plastic rod	tongue depressor	pipe cleaner	CD Case	shoe lace	piece of foam	flexible													rigid													smooth													rough													soft													hard													flat																																																																																																																																																																																																		
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7. Explicit Language Development through Collaboration and Interaction

Background

- This is the first lesson in a series of lessons that has students investigating different properties of matter and how these properties determine the ways that matter is used.
- The teacher has already introduced the definition of “matter” and students have completed a graphic organizer, Properties of Solid Objects
- Task: Students will build a tower in teams
- Rules of the Experiment
 - 1) Based on the properties of each item, select 5 items to build the tallest tower you can (with 1 foot of masking tape).
 - 2) Build your tower. It must be able to stand up without leaning on anything, or help from you.
 - 3) Write a sentence that describes the characteristics (properties), which helped you choose the items to build your tower. In the same sentence, explain why the characteristics were helpful for building the tower.

Teacher Modeling

T: Which adjectives describe the tennis ball canister?

S: Round

S: Rigid

S: Smooth

S: Tall

T: How would you answer my question in a complete sentence?

Teacher records students’ responses.

For example:

- The tennis ball canister is round.
- The tennis ball canister is smooth.
- The tennis ball canister is tall.
- The tennis ball canister is rigid.

Student-Teacher Collaboration

T: Which of these characteristics (properties) of the tennis ball canister make it a good choice to build the tallest tower?

T: How can I write a detailed sentence to convey my idea?

For example, you can use commas to create embedded clauses so that you do not have to repeat the beginning part of the sentence as in this example:

1. A tennis ball canister is smooth. A tennis ball canister is rigid.

A tennis ball canister is round.

2. I think the characteristic of the tennis ball canister that makes it the best choice to build the tower is _____ because _____.

or Having the characteristic of being _____ is the best choice for building the tower, because _____.

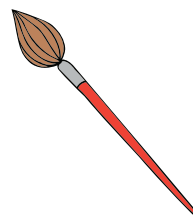
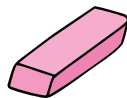
T: Here is an example to condense sentence 1 and 2.

Out of all the characteristics of the tennis ball canister, which are round, smooth, tall, and rigid, tall and rigid are the best choices for building the tower, because tall items will make the tower taller, and rigid items don't bend.

T: I used the word which and commas to create embedded clauses in a detailed sentence.

Out of all the characteristics of _____, which are _____, _____, and _____, _____ and _____ are the best choices for building the tower, because _____, and _____.

Teacher co-constructs two more sentences by condensing ideas into one detailed sentence with the class.



continued>

7. Explicit Language Development through Collaboration and Interaction (continued)

Student Interaction

- After teams complete building the towers, team members will identify one item that they think would be the best choice for building the tallest tower and provide an explanation.
- Each student shares his/her sentence with at least three peers using the differentiated language frames of choice.
- Students will provide feedback to each other about their sentence. Peers are encouraged to ask clarifying questions. For example, “Would you choose a different item as the best choice to build the tower?”

8. Connection to Other Content Areas

Mathematics: Measurement and Data — Measure and estimate lengths in standard units.

English Language Arts

Speaking and Listening: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Notes:

- * Lesson materials: one completed graphic organizer per student, one foot of tape for each team, and experiment materials, which can be substituted based on availability.
- * This integrated ELD lesson is contributed by Sandra Yellenberg, Science Coordinator, Santa Clara County Office of Education.

Looking Ahead

The 2014 CA ELA/ELD Framework actively promotes professional learning among educators at all levels and across the disciplines. Darling-Hammond and others (2009) also found that “collaborative approaches to professional learning can promote school change that extends beyond individual classrooms,” as detailed in the previous section. The researchers also noted that effective professional learning:

- ▶ “Is intensive, ongoing, and connected to practice;
- ▶ Focuses on the teaching and learning of specific academic content;
- ▶ Is connected to other school initiatives; and
- ▶ Builds strong working relationships among teachers”.

(Darling-Hammond, et al, 2009)

Santa Clara County Office of Education will establish a network for TK-12 teachers, coaches and administrators to deepen their understanding of the CA ELA/ELD Framework. Using the ELD Toolkit, participants will collaboratively develop plans to deliver explicit English language development across all content areas, during integrated as well as designated ELD instruction. In addition to face-to-face meetings, participants will join an online community to share practices and resources. Effective implementation of this

system can empower teachers and students with the knowledge and skills to succeed in a global society. The system consists of the following elements:

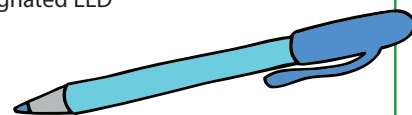
1. A structured, multi-year plan for engaging nearly all teachers at a school in a professional learning community around these topics in ways that are carefully integrated with existing district initiatives (CCSS, CA ELA/ELD Framework implementation, etc.);
2. A multi-tiered delivery system that includes direct instruction/training, teacher collaboration, reflection, professional coaching, and support via videos within an online community;
3. Four core focus areas for professional learning: a. Learning Environment, b. Planning, c. Applying Best Teaching and Learning Strategies for ELs, and d. Using Assessment for Differentiation;
4. Motivation and support for implementers by means of direct training and coaching, use of the most up-to-date research on effective practices for English learners (CDE, 2010), as well as current research from the emerging field of implementation science (Fixsen et al., 2005; Blase, et al., 2012);
5. A set of instructional planning guides supporting the work of teachers with designated and integrated ELD instruction. These guides are components of an ELD Toolkit that will be made available through face-to-face and online course offerings.

Teachers and coaches will:

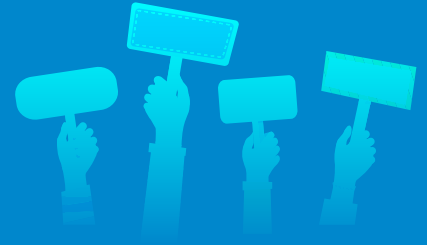
- engage in collaborative learning both in person and online to network and share resources
- examine applications to lesson and unit planning using both content and ELD Standards
- explore methods of formative assessment and analyze student work to drive instructional decisions
- reflect on their instructional practices and their impact on student learning
- become leaders for integrating ELD Standards in instruction

Administrators will:

- engage in collaborative learning both in person and online to network and share resources
- examine an observation tool in building a context for learning that is motivating, engaging, intellectually challenging and respectful of learners
- support teachers’ reflective practice and implementation of integrated and designated ELD



With solid research-based practices and a well thought-out plan, teachers can actively teach both content and language simultaneously, while supporting the needs of their students.



To ensure that the professional learning is relevant and meaningful to the stakeholders, levels of professional learning are strategically planned so that the administrators and teachers will receive the same information on the shifts in the Common Core Era and the CA ELA/ELD Framework. While part of the professional learning is tailored to the specific needs of teachers for planning instruction, the administrators' professional learning focuses on the support needed for implementation of the new instructional approaches in ELD instruction.

It is intended that educational leaders will develop a multi-year plan for implementing the new expectations for ELD instruction.

Conclusion

Support for English learners is the shared responsibility of all stakeholders. We need advocates to continue to lobby and work for the success of all English learners. With solid research-based practices and a well thought-out plan, teachers can actively teach both content and language simultaneously, while supporting the needs of their students. Through collaborative planning and mutual

support for one another, teachers can be the champions for strengthening the learning of their students and expanding the talents of their profession. Let's take action to support the vision that "All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society" (*California State Board of Education, 2012*) and ensure the continuous economic and political success of our nation's future on the global stage. ★

Figure 1.5 A Sample District Three-Year Plan for Implementing the CA ELA/ELD Framework

Year 1	Year 2	Year 3
<p>Instructional Leaders:</p> <ol style="list-style-type: none"> Attend ELA/ELD Framework Training with teacher leaders Discuss the ELA/ELD Framework chapters during professional learning time with district leadership team Explore models of integrated and designated ELD instruction Identify the professional learning needs of teachers Examine the current collaboration structure and focus on strengthening the collegial structure for teacher collaboration Determine metrics for successful implementation of the ELA/ELD Framework 	<p>Instructional Leaders:</p> <ol style="list-style-type: none"> Continue to attend training with teachers Create online communities for sharing resources Discuss Framework implementation during professional learning time with district leadership Continue to seek input from teachers and stakeholders to provide appropriate support Continue to assess the progress of the ELA/ELD Framework implementation Structure school schedules for integrated and designated ELD instruction 	<p>Instructional Leaders:</p> <ol style="list-style-type: none"> Continue to assess the progress of the ELA/ELD Framework implementation and provide appropriate support for teachers
<p>Teachers:</p> <ol style="list-style-type: none"> Begin to focus on pedagogy called for in the ELA/ELD Framework during professional learning Begin to refine lessons or units, try out new practices Participate in the discussion for building models of integrated and designated ELD instruction 	<p>Teachers:</p> <ol style="list-style-type: none"> Continue to focus on the ELA/ELD Framework during professional learning Begin to use pedagogy called for in the ELA/ELD Framework in the classroom Participate in online communities of practice connecting grade- and discipline-alike teachers Participate in after school seminars and/or summer institutes 	<p>Teachers:</p> <ol style="list-style-type: none"> Participate in collaborative planning with grade- and discipline-alike teachers Participate in coaching Continue to deepen knowledge of ELA/ELD Framework and continue to refine pedagogical practices Continue to refine pedagogical practices in integrated and designated ELD instruction

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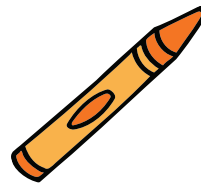
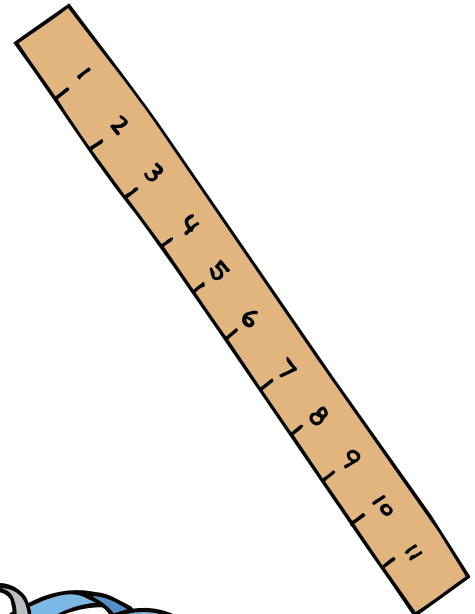
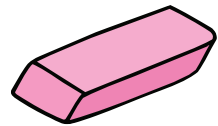
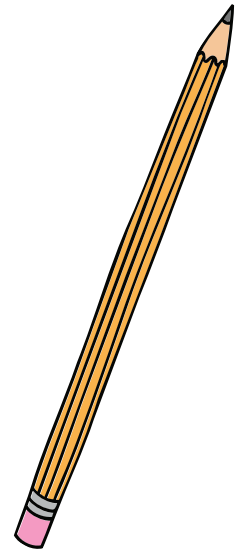
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Santa Clara County  Office of Education



Facilitating Chinese Language and Content Development in a Visually Rich Context

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Language instruction can be enhanced in a meaningful context with appropriate visual presentation. Visual scaffolding (Herrell & Jordan, 2012) would be helpful for elementary students or beginning learners to learn language and content. In Mandarin instruction, poetry is an essential component.

Among poems, *shanshui* that present natural scenery and landscape (Lu & Feng, 1996) are illustrated to discuss the use of visuals to support learning in a meaningful context.

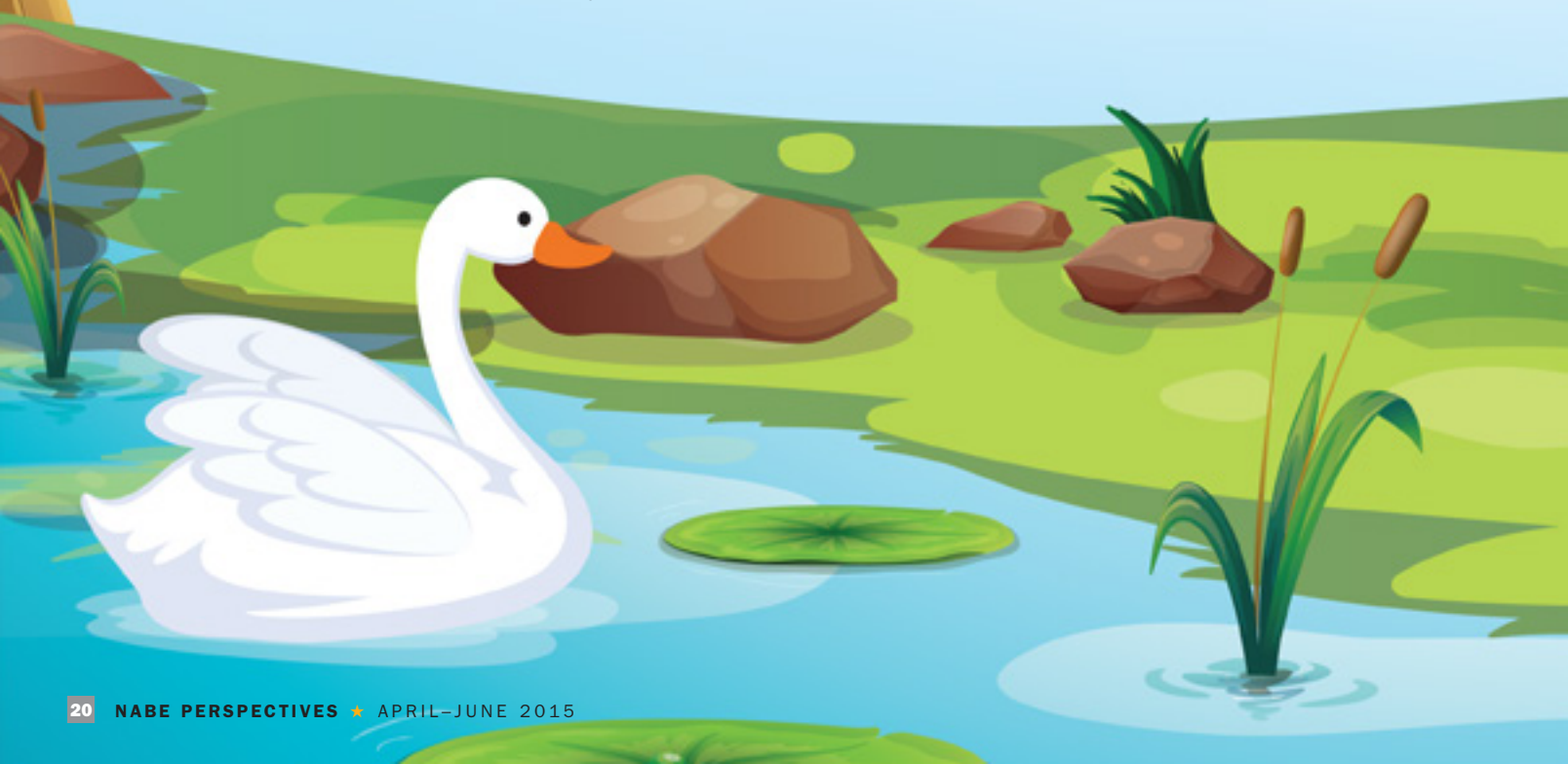
In Mandarin instruction, poems are often taught for students to memorize or recite (Zhang, 2014) line by line in exact characters as they were originally written. Students' appreciation and interpretation of beauty and nature portrayed in poems are often overlooked in teaching and learning. Consequently, students may miss an opportunity to show their thinking and comprehension when they are not

guided to ask questions and interpret meaning of poems. One way to promote active thinking and learning is to have students express understanding and appreciation of poems in their own words relevant to their life experience for content and language development.

To improve their teaching, teachers may find it rewarding to create a visually rich context, building on their students' life experience and prior learning for scaffolding. To ensure active learning and exploration, it is important to set up a clear goal for students to develop interests, appreciation and understanding in designing instructional activities. Students need to be active learners to gain a good understanding of cultures, values and images in poem study. They also need to be guided to ask questions for promotion of active thinking and rewrite a poem to express their

comprehension, interpretation and appreciation, based on their prior knowledge and at their developmental level. In addition, content or subjects such as science, math and visual arts can be incorporated to enrich and facilitate poetry study.

In this article, three aspects in planning activities for poetry study in a visually presented context are discussed. They include each of the following: 1) use a visual context and labeling with key words to support vocabulary development and generate discussion, 2) create opportunities for reinforcement by having students rewrite a poem in their own words to express their understanding and comprehension in and out of school, and 3) guide students with questions in support of active thinking to enhance content learning along with language development.



Facilitate Learning With Labeling in a Visually Rich Context

Shanshui poetry can provide an opportunity for children to examine messages a poet intended to convey about nature or relationship between nature and human beings. To enrich and enhance learning, visuals or pictures can be selected to help students appreciate beauty of the nature and interpret meaning of a poem. Key vocabulary or characters in a poem can be selected to match corresponding objects in a given visual context. Such an application or practice is discussed below by using a well-known Chinese poem, *Ode to Goose* (see **Table 1**), written by Luo Binwang, a poet in Tang Dynasty.

Ode to Goose is a four-line poem that has no more than five characters in each line. To visually present the poem, one picture can be selected for each of the lines. In line 1, there are only three repeated characters, so a picture of three geese in or by a pond would appropriately reveal the setting. Line 2 is a description of body parts such as neck and head as well as singing action of a goose. Line 3 highlights white goose feathers floating on emerald water. Finally, the last line describes that a goose swims with its red or orange feet pedaling forward to spread waves in water.

In studying the poem, a PowerPoint file can be designed with pictures to generate communication and discussion effectively. Two pictures are selected below to illustrate

Table 1: Ode to Goose in Chinese and English

(<http://www.chinese-poems.com/lbw1.html>)

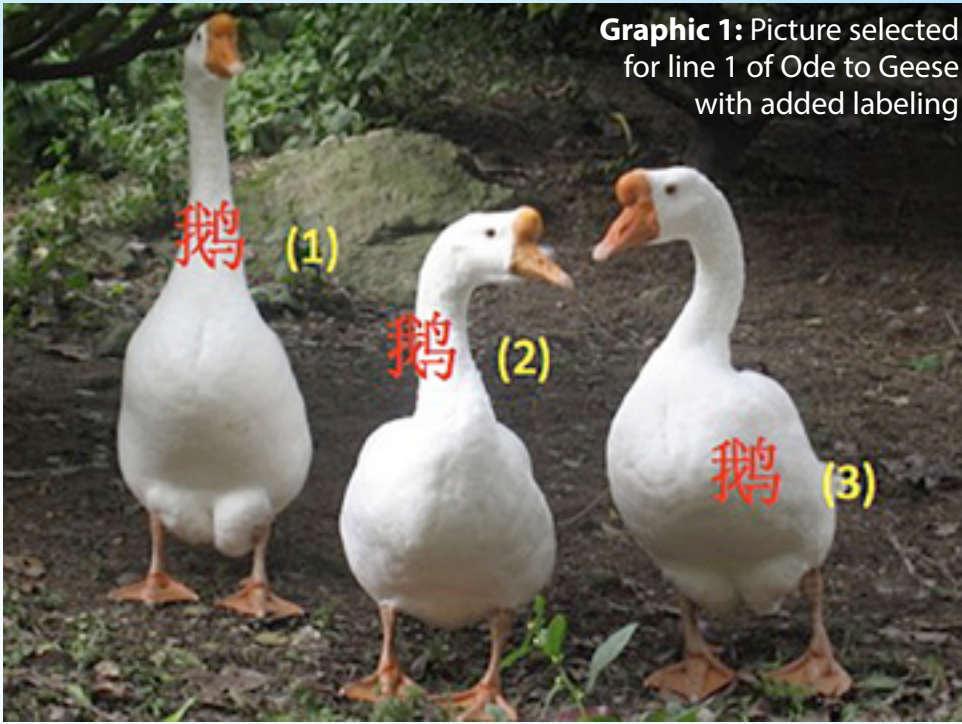
Poem in Chinese with pinyin	Translation in English
é, é, é, 鹅, 鹅, 鹅, qū xiàng xiàng tiān gē 。 曲项向天歌。	Goose, goose, goose, You bend your neck towards the sky and sing.
bái máo fú lǜ shuǐ , 白毛浮绿水, hóng zhǎng bō qīng bō 。 红掌拨清波。	Your white feathers float on the emerald water, Your red feet push the clear waves.

how visuals can be applied to create a context for learning. In **Graphic 1**, the picture is shown to initiate interaction with students about the attributes of geese and relevant living environment for activation of prior knowledge. A teacher can ask if students know how to write the character of goose 鹅 in Chinese. The character includes two parts that can stand alone as basic characters of “我” and “鸟”. When the two simple or independent characters are combined into one character (鹅), with the left part of “我” as related to its pronunciation and the right of “鸟” for its meaning of a type of bird (Online Chinese dictionary, 2014). Students should have learned the above two basic characters at the beginning of their Mandarin learning. Therefore, the study of the more complex new character can be initiated by a review of the previously learned

characters from simple to complex to build on prior learning (Liu, 2009). The structure of character, a left and a right combination can naturally be discussed to help students understand how a character is formed by using parts or radicals that are also simple independent characters. As follow up, three characters of 鹅 are flashed out each at a time (in the order numbered in yellow shown in **Graphic 1**) for students to make sound, character, and meaning connection in studying the first line.

In **Graphic 2**, a picture of a goose bending her neck singing (with upper and lower beaks open) to the sky would be appropriate to show the meaning of the second line of the poem. Students' attention should be directed to details of the line: the neck and

Graphic 1: Picture selected for line 1 of Ode to Geese with added labeling



beaks of a goose and sky labeled in the order according to the text. Following oral discussion, each of the key characters is displayed with a mouse click aligned with sequence of characters in **Graphic 2**. In addition, hand and arm gestures can be used to demonstrate neck bending and singing to support understanding through interaction and discussion.

Similarly, the last two lines can be organized in the pattern described above to help students understand meaning with visuals and labeling. These activities can generate teacher-student and student-student interaction with reference to selected objects and scenery familiar to students. Sound, character and meaning connection is also made possible when labeling is applied to

catch students' attention in discussion and vocabulary study.

Create Follow-up Opportunities for Reinforcement in and Outside of School

The visuals chosen to introduce the poem in the step above can be recycled for reinforcement through application of technology when appropriate. A classroom teacher can team up with a computer resource teacher to plan follow-up activities in a computer lab and other places via web access. This would create an opportunity for students to learn technological or computer skills while reinforcing their learning of the poem. Moreover, a teacher can make use of school

website for homework assignments to build school home connection. Activities for reinforcement can include the following, preferably in the suggested order:

- ▶ *Visuals and character or poem line match:* The activity can be designed for students to find a corresponding picture for each line of the poem. Students can be assigned to do the activity in pairs by making reference to the original poem with practice of character writing in context. A pair of students may also be encouraged to provide justifications for the choice they make to interpret the meaning of a given line. The partner work would serve as preparation for student presentations at a later time.
- ▶ *Picture labeling and sentence writing:* Blank pictures can be provided for students to write key words as an initial preparation for sentence writing. After labeling is complete, students can share their labeled pictures with a partner in complete sentences. Then, they are ready to write a sentence in their own words to express their learning or understanding of the poem. Their written samples would be useful information for assessment lined up with identified learning targets.
- ▶ *Presentations:* When students complete any of the above activities in pairs or individually, they should be encouraged to present their work. Other students can be guided to make comments to facilitate discussion and interaction among students. Such an activity would be appropriate for students to develop presentational skills aligned with the foreign language standards.

Such practice goes above and beyond language development when subjects are naturally and purposefully integrated to make teaching and learning more engaging, interactive and effective in a rich and meaningful context.



Any information of the above activities can also be uploaded online for students to practice and complete as homework. Students should also be encouraged to play a role of “teacher” when they do and share their work with their parents or family. Presentation with visuals can enhance communication between students and their family about language and content as appropriate.

Graphic 2: Picture selected for line 2 of Ode to Geese with added labeling



Integrate Subjects with Incorporation of Posing Questions

In addition to language development, subjects such as science, math and visual arts (California Department of Education, 2014) can be naturally integrated. For kindergarten students, it would be a good opportunity for them to use the poem to learn about attributes of geese such as body parts, colors and actions. These attributes can be discussed through asking questions and pointing at relevant visuals to facilitate learning of language and science. For first grade students, their focus could be placed on the life cycle of a goose or animal types building on a review of the attributes. The study of the scientific information centered on a goose can be well connected with visual arts when students learn to use colors, shapes and patterns to demonstrate their learning of content. Such study is language embedded because examination and discussion of content is done through oral and written language. In the context, questions are appropriate means to make students think and generate discussion.

Questions for each of the four pictures/lines can be posed for students to provide/write an answer to get familiar with the poem through the use of key vocabulary. The questions about the cited poem may include: Who/what are on the picture? What do they look like? How does a goose sing? What are colors of feathers and water? How does a goose swim? Other questions relevant to the poem can also be asked: How do you

describe/like geese? What is the living environment of geese? How do you know? What is the life cycle of a goose? What type of animal is it? Why? How is it similar or different from...? How do you like the poem? Which is your favorite line? Why? What is the tone of the poem? When students answer any of the questions, they should be guided to cite evidences in the poem and beyond to study science and develop Mandarin language in interpersonal, interpretive and presentational modes (California Department of Education, 2014).

Through doing the above activities, students are prepared to further develop and expand learning to other subjects. For instance, visuals or pictures of living environment for geese would be appropriate for students to create and solve word problems. A sample word problem of addition and comparison can read: 在池塘的左边, 有4只鹅在游水。一会儿, 又有三只鹅走出了灌木丛, 游向池塘的右边。问池塘里一共有几只鹅? 池塘哪一边的鹅更多? 用图画演示并解释答案。(On the left side of a pond, 4 geese are swimming. Then 3 more geese walk out of bushes and start to swim on the right side of the pond. How many geese are there in the pond in total? Which side of the pond has more geese? Use drawing to illustrate and explain your answer.)

In planning and doing these activities, subject integration is addressed to support student learning of language and content simultaneously in a meaningful context. This would especially fit well in

the curriculum of Mandarin Dual Language Program, in which subject integration is essential (Liu, 2012).

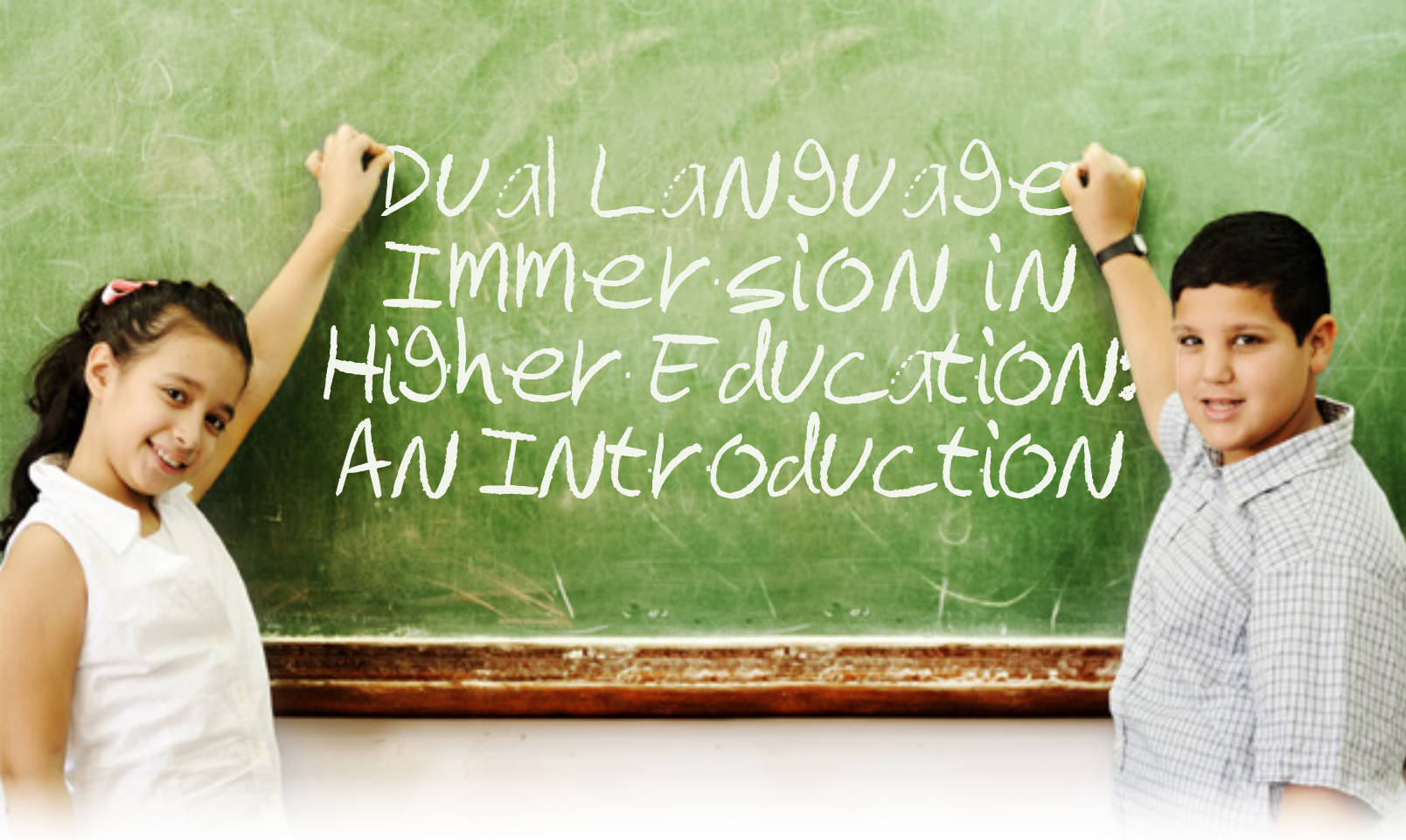
In summary, a visually presented context can have a significant impact on language and content development. The study of Chinese poetry would be a good opportunity for active learning and exploration to take place when a relevant visual setting is presented to make teaching and learning meaningful. Active thinking and appreciation of the nature can be facilitated when activities are designed to guide students to use their own words to rewrite or recreate a poem. Visuals of living and non-living things as well as settings can be effectively used to clearly present information of different subjects. Consequently, the study of poetry serves to integrate subjects to facilitate learning and enhance understanding. Such practice goes above and beyond language development when subjects are naturally and purposefully integrated to make teaching and learning more engaging, interactive and effective in a rich and meaningful context. ★

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Dual Language Immersion in Higher Education: An Introduction

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Luis J. Pentón Herrera, M.Ed., M.S., M.Ed. Concordia University Chicago

Introduction

Hispanics are the fastest growing minority group in the United States. According to the most recent census, they account for 16.7% of the total population in the United States and its community is projected to more than double by the year 2060 (United States Census Bureau, 2014). This growing trend has provoked dramatic changes in our schools and colleges prompting school administrators, and particularly, professional educators to develop a new set of practices that can best address the particular needs of these students (Taylor, 2004).

During the 19th century, large waves of European immigrants contributed to the incorporation of bilingualism in the United States. Immigrant communities adopted bilingualism with the purpose of promoting their language, religion, and cultural loyalties. Bilingual education programs were introduced as an opportunity to close the education gap and promote literacy in English and in the students' first language (Ovando, 2003). Since then, bilingual education programs have grown significantly (Ovando, 2003; Wilson, 2011),

and currently the majority of dual language programs in the United States teach English and Spanish. This work explains how bridges have been built to adapt dual language models used in the K-12 setting to the college environment, thus guaranteeing students of all levels access to bilingual education. Further analyses evaluate facilitators' and students' perceptions of the effectiveness of different teaching and assessment techniques used in the implementation of a dual language model at the college level.

Bilingual Education

Bilingual education is an instructional approach that focuses on teaching students a second language (L2) while strategically using and strengthening their skills in their first language (L1). There are additive and subtractive forms of bilingual education. The additive bilingual education model seeks to maintain and develop the students' primary language while simultaneously adding a second language. In contrast, the subtractive model provides primary language instruction temporarily before transitioning to exclusive English instruction. Dual

language education in the United States is a strong additive form of bilingual education that uses the students' L1 in meaningful ways to help them develop literacy skills in the second language. This model is culturally responsible and promotes appreciation for the cultural heritage of students as much as for the American culture. When schools provide quality education in the students' primary language, "they give them two things: knowledge and literacy. The knowledge that children get through their L1 helps make the English they hear and read more comprehensible. Literacy developed in the primary language transfers to the second language" (NABE, 2014; Thomas & Collier, 1997; Cummins, 1981).

The main objective of bilingual education programs in the United States is to form bicultural, bilingual, and biliterate individuals. Instruction is equally divided in English and students' native languages because, with the appropriate teaching techniques, knowledge acquired in the students' L1 is transferred to their second language (L2) with relative ease (Perkins & Salomon, 1988). This process requires the

implementation of multilevel strategies that facilitate the retrieval of prior knowledge and its use in the new context. Perkins and Salomon (1988) argue that teachers in a bilingual education setting must serve as mediators to help students make the bridging connections between their knowledge in L1 and the principles that must be taught in L2. In this process, listening, writing, speaking, and reading skills are equally enforced to ensure balanced proficiency. The most common bilingual education program presently available in K-12 is known as the dual language 50-50 model or two-way immersion program (Gomez, Freeman, & Freeman, 2005).

Different dual language immersion programs are in place in different schools. The choice of one dual language model over another depends on how much time of exposure to students' native tongue and the target language is initially desired. Ultimately, strengthening language proficiency in the students' native language will facilitate the process of acquiring and learning the target language or L2 (Krashen, 1999; Cummins, 1996). Thus, strategic exposure to the students' native tongue is recommended. "In the 50-50 model, students learn in each language about half the time throughout the program. In many programs, all students learn to read in their primary language and then add the second language" (Gomez, Freeman, & Freeman, 2005, p. 149). The instruction time in each language may be divided in different ways as long as it is equal. For example, instruction in a dual language setting can take place half day, alternate days, and even alternate weeks in each language. Translation is not used when switching from one language to the other. Students are expected to learn and know the information in both languages in all classes. This last component makes the two-way immersion approach a realistic model because the students are taught all classes in English 50% of the time. This enables learners to learn the vocabulary, keywords, and language skills needed to succeed at their academic level.

A substantial body of literature shows the positive impact that bilingual education has in the academic achievement of students (Thomas & Collier, 1997; Morrow, Rueda, & Lapp, 2009; Krashen, 1997; Ramos & Krashen, 2013). Lindholm-Leary (2004) found that "reading and writing proficiency

The main objective of bilingual education programs in the United States is to form bicultural, bilingual, and biliterate individuals.

of upper-grade elementary students in Spanish/English bilingual immersion programs indicate that both groups of students progressed to high levels of reading and writing ability in both language in composition, grammar, and mechanics" (p. 58) inside a dual language setting. Roberts (1995) argues that the goal of this type of bilingual education program is pluralistic because it values cultures and develops strong literacy skills in both languages. The outcome is that neither language is displaced because special value is deposited on both languages taught.

Building Bridges: Dual Language at the College Level

Although the dual language model was originally created for the K-12 environment, its success has made it possible for a university to modify and implement it in the higher-education setting. Considering that the educational needs of the Hispanic population surpass the K-12 environment, the Ana G. Méndez University System (AGMUS) developed the first regionally accredited program at the university level to make bilingual education in higher education more approachable for the Hispanic community. AGMUS implements the *Discipline-Based Dual Language Immersion Model*[®], which gives adult learners "the opportunity to obtain their university degree at the same time they develop both their English and Spanish language skills" (SUAGM, 2014).

The Ana G. Méndez University System was born in 1941 as the Puerto Rico High School of Commerce. Mrs. Ana González de Méndez, Mrs. Florencia Pagán Cruz, and Mr. Alfredo Muñoz Souffront joined forces to create an academic institution that would provide educational alternatives for disadvantaged students. Several years later, the institution became known as the Puerto Rico Junior College and received the accreditation of the Middle States Association of Colleges and Secondary Schools. The Junior College grew rapidly and, in 1969, it became the Ana G. Méndez Educational

Foundation. With much effort and consistent work in favor of Puerto Rico's academic population, the Educational Foundation diversified into three institutions of higher education that offer undergraduate and graduate degrees. Today, the Ana G. Méndez University System is comprised of three fully accredited universities – Universidad del Turabo, Universidad Metropolitana, and Universidad del Este – and the Center for Telecommunications and Distance Education.

In September 2003, the Ana G. Méndez University System (AGMUS) expanded its horizons and opened its first campus in the continental United States. AGMUS is a pioneer in providing its adult students an accelerated program that focuses on the teaching of language skills throughout the curriculum. The *Discipline-Based Dual Language Immersion Model*[®] is the first and only dual language immersion program for adults in the United States. It provides students with a multicultural, bilingual, and bi-literate academic environment that facilitates the development of academic language skills through both language arts and core curriculum courses in the discipline of their choice. Dual immersion in both English and Spanish guarantees that students strengthen their native tongue while learning a new language, or gain communication skills in two new languages. The university has been in the continental United States for over 10 years and the increasing amount of locations opened across the United States shows the success this model is having nationwide.

The Discipline-Based Dual Language Immersion Model[®]

The *Discipline-Based Dual Language Immersion Model*[®] is founded on seven major elements that determine how education is imparted to promote language learning through content (See **Figure 1** below). Students first take a placement test in both languages to ensure that language instruction is provided at their level of language

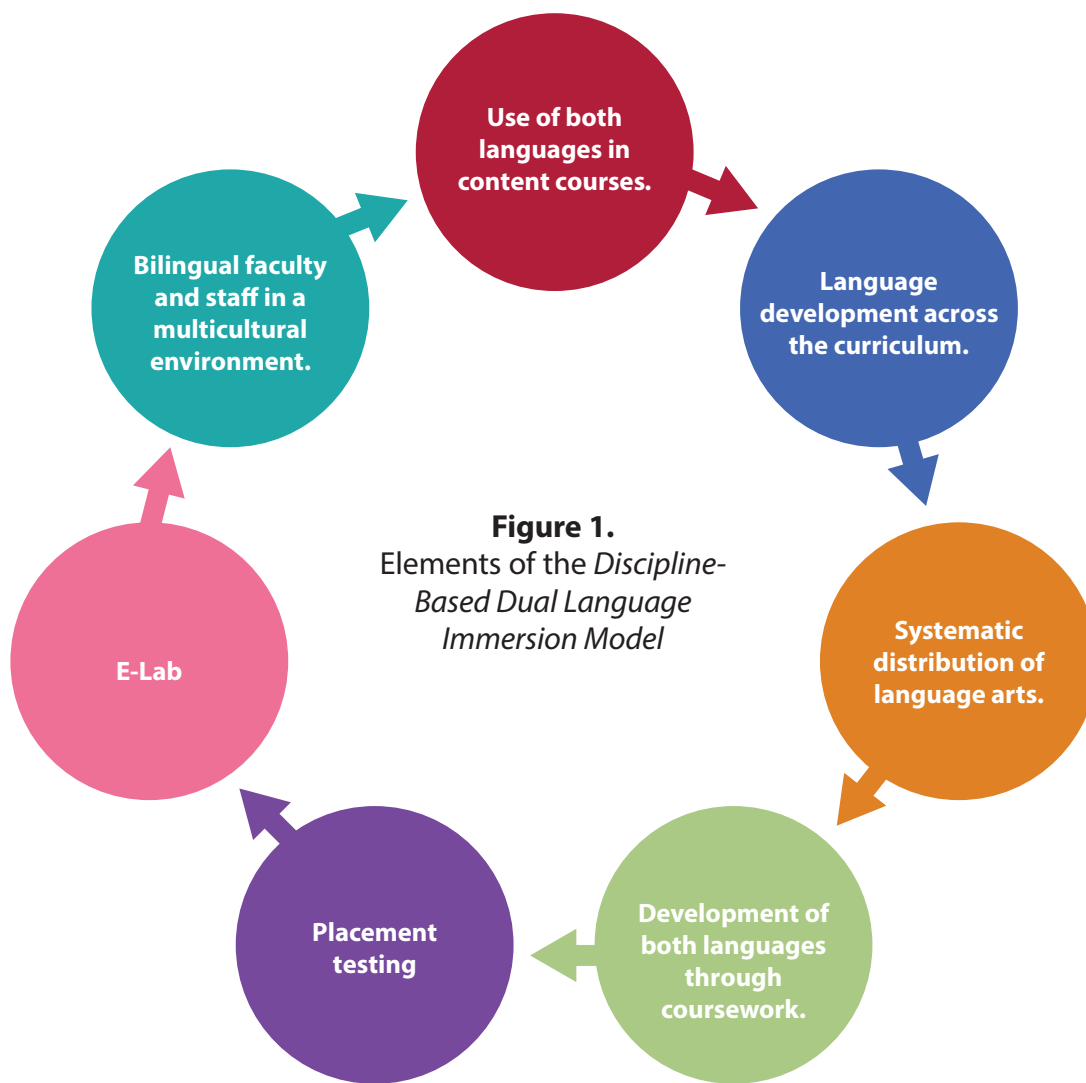


Figure 1.
 Elements of the *Discipline-Based Dual Language Immersion Model*

proficiency. While teaching of language skills is not limited to the language courses, these courses guarantee that students develop mastery of necessary skills that they will implement in their content courses. State-of-the-art technological tools that facilitate the acquisition and practice of language skills support student learning. The E-Lab provides students with tools such as Tell Me More, Net Tutor, and the Virtual Library to help them develop and practice their language skills. With the help of fully bilingual staff, students can obtain the benefits of a truly bilingual academic environment everywhere on campus.

The academic environment inside the classroom resembles the existing milieu on campus. In the constructivist, student-centered setting that focuses on integrated, collaborative, and problem-based learning, teachers become facilitators of the learning process rather than owners of information. All facilitators must be proficient in both

English and Spanish and, through proper professional development and instruction, facilitators of content become language educators as well. A group of language, curriculum, and teaching experts provides facilitators with necessary training in teaching and assessment techniques that are implemented in the classroom. Learning assessment is structured so that 70 percent of the students' grade is related to discipline objectives and 30 percent to language objectives. In designing the curriculum and coursework, care is

taken to ensure that students develop skills in all four language dimensions: speaking, reading, writing, and listening. To achieve this goal, all courses follow a strict design whereby 50 percent of all learning occurs in English and 50 percent in Spanish. The subject matter is not repeated but the design structures materials, activities, and assessments so that they are evenly distributed between the languages on a weekly basis.

The implementation of these seven elements results in a comprehensive model for

The end product of this model is bilingual, bicultural, and bi-literate professionals that comprehend and respect diversity, and can effectively and meaningfully put into practice their acquired knowledge.

teaching and assessing content and language skills through hands-on activities that place students in the center of their learning process. Differentiated and sheltered instruction help facilitators implement the model in a way that the needs of students at different levels of language and cognitive proficiency are satisfied. Students actively engage in the development of their knowledge and acquire practical and theoretical skills that are relevant and meaningful to their professional lives as adult learners. The curriculum responds to the needs of the current job market and to standards of excellence established by the accrediting agencies. Further research looks into the techniques and strategies that both facilitators and students deem more appropriate for the implementation of this instructional model.

Success of the *Discipline-Based Dual Language Immersion Model*[®]

Several indicators of success evidence the appropriateness and effectiveness of the *Discipline-Based Dual Language Immersion Model*[®] in developing skills for professional advancement. The academic programs pass muster of state, regional, and professional accrediting organizations. Total enrollment across the four campuses in the Continental U.S. has steadily increased, measured by the average change over the past five years. Over 3,000 students are currently enrolled in the different campuses, and, with the current graduating classes, more than 2,150 students will have obtained their college degrees in one of the System's bilingual settings. The branch campus in the heart of Washington D.C. specializes in culinary arts and has quadrupled its enrollment since its opening in March of 2014, and a new campus in Dallas, Texas opened its doors with course offerings in diverse areas such as business, social sciences, education, nursing, and technology at the undergraduate and graduate levels, all of which are also offered at the different sites across the country.

The *Discipline-Based Dual Language Immersion Model*[®] promotes cultural and linguistic diversity at the college level. Students from 21 different countries including the United States are in the rosters of one of the five campuses: Metro Orlando, South Florida, Tampa Bay, Capital Area, and Dallas. Similarly, 16 different countries are



The Hispanic community has been “virtually invisible in the adult education research literature” (Jeria, 1999, p. 49), but there are innovative educational leaders who are leveling up the playing field and giving this disadvantaged population a second chance to seek higher learning.

represented among faculty members. This allows for culturally responsive pedagogy in an environment that is equitable and inviting to students. Students' heritage is cherished and facilitators make conscious efforts to cater to the cultural and linguistic needs of all students. Through differentiated instruction, facilitators create enticing and inclusive curricula that motivate students to learn, and that develop in students a sense of belonging.

External evaluators who assess the proper implementation of the model at the college level validate this contention. Dr. Sonia Soltero, Chair of the Department of Leadership, Language, and Curriculum at DePaul University argued, “Students who were interviewed reported overall satisfaction with the university and their respective academic programs. Students recognized the advantages of graduating with a fully bilingual degree and expressed how this will open more doors for them and make them more competitive in the job market” (personal communication, 2014). Similar recognitions of excellence have come from the Middle States Commission on Higher Education, *Examples of Excelencia*, the only national initiative to identify and promote programs an

departments at the forefront of advancing educational achievement for Latino students in higher education, and Dr. Margarita Calderón, Professor Emerita at Johns Hopkins University, and developer of ExC-ELL, a program to train teachers on integrating academic language, reading comprehension, writing skills, and content knowledge. This illustrates the successful implementation of the *Discipline-Based Dual Language Immersion Model*[®] and acknowledges the significant impact that this model for teaching in higher education has had on college-level students. The Ana G. Méndez University System has, thus, come to provide an alternative to many students, mostly Hispanic, who would not have otherwise had the opportunity to succeed academically or professionally. The end product of this model is bilingual, bicultural, and bi-literate professionals that comprehend and respect diversity, and can effectively and meaningfully put into practice their acquired knowledge.

Closing Arguments

The acquisition and learning of a second language requires time, patience, and effective instructional practices set in place to

propel the pupils' knowledge to the next level. Over the last three decades we have experienced unsuccessful policies that fail to provide Hispanic students with the necessary grasp of the language to further their studies and attend higher education. As the Hispanic population continues to grow in the U.S., the existent achievement gap between this and other ethnic groups in the nation becomes more apparent. This disproportional gap continues to influence the educational stability of the nation and shows the necessity for up-to-date policies that address the needs of this group of learners. The realization of the above mentioned has triggered a necessary change in the educational field, and the teaching practices of languages have improved considerably in recent years.

Fitzgerald (1995) and Kohler & Lazarín (2007) argue that Hispanics are the major population of ESL learners in the United States. Currently, 69% of all adult ESL learners are Hispanic (Fitzgerald, 1995). Perspectives on adult education have changed exponentially over the last decades, and today more adults are embracing the idea of going back to school to seek a degree or become proficient in a new language. Adult education, or andragogy, as it is commonly known, focuses on promoting the acquisition of knowledge through critical thinking, and encourages the application of that knowledge into real-life practical settings. Andragogy has become a second chance for many adult learners to go back to school and become more competitive in today's business-driven world. However, there are many barriers associated with adult education that prevent adult Hispanic learners from seeking education. Some of these barriers include language and socio-economic factors. It is necessary to further research in this area to acquire a higher understanding of how to overcome these barriers.

The Hispanic community has been "virtually invisible in the adult education research literature" (Jeria, 1999, p. 49), but there are innovative educational leaders who are leveling up the playing field and giving this disadvantaged population a second chance to seek higher learning. One such educational leader is The Ana G. Méndez University System. This is a pioneer institution in the United States that has actively been involved in closing the achievement

"...tailored to fit our adult learners' needs and enhance their motivation to learn."

gap within the Hispanic population by implementing the *Discipline-Based Dual Language Immersion Model*[®] at the university level. For over 10 years Ana G. Méndez has offered affordable education to bilingual professionals who seek higher education in English and Spanish, simultaneously. Some of the contributing factors to the success of this program have been the integration of the constructivist approach with the implementation of elements that are tailored to fit our adult learners' needs and enhance their motivation to learn. Throughout the existence of this program, The Ana G. Méndez University System continues to demonstrate that bilingual adult education is possible and that the *Discipline-Based Dual Language Immersion Model*[®] is an effective program that equips bilingual Hispanic professionals with the right tools to succeed in the workforce. ★

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Closing the Achievement Gap: What Matters Most for American Indian Students

Sigmund A. Boloz, Northern Arizona University

Over the years, I have visited dozens of schools in the southwest that serve significant populations of American Indian students. In fact, I was the principal of one of those schools for 22 years. As it was then and still remains, I find that most of these schools are desperately trying to improve the overall achievement of their students, particularly in the areas of reading and writing. My visits to these schools have led me to believe that the problem faced by most, while not easily fixed, is a lack of a solid understanding of how to teach reading and writing. As a result of the lack of this foundation, most schools adopt basal textbook programs, which dictate the parameters of these schools' literacy programs. However, basal programs are tools of the teaching trade and are only as effective as the teachers who implement them.

I don't mean to suggest that local educators are not making the decisions to adopt these programs; rather, I mean, that the decisions to adopt a particular program are seldom based on a clear understanding or grounding of what the

school staff has identified as essential for the teaching of literacy for their American Indian students. Try asking the question yourself. Ask a teacher of American Indian students to explain the focus of their school's approach to literacy and quite probably you will hear, "We use *Happy Trails*," or "We use *Hear Our Voices*." While both of these names are fictitious, my point is, that many schools adopt basal textbook programs in hopes that the programs themselves will

eliminate underachievement. And why shouldn't school administrators and teachers believe this, because for almost two decades now, educators have been sold the idea that fidelity to "research-based" programs is the answer to underachievement. This is ironic because no research existed then or now to suggest that maintaining fidelity to a core reading program will provide effective reading lessons.

Examining the National Assessment of Educational Progress (NAEP) results from 2011 assessment and comparing them to earlier assessments, it is interesting to note that under No Child Left Behind (NCLB), a time of extreme pressure to adopt "research-based" basal reading programs that the achievement gap between native and non-native students has not lessened. Therefore, I argue that the basal programs are not the answer. Basal reading textbooks can be one important tool in a teacher's toolbox, but they should not be dictating what should be taught in American Indian classrooms. On the other hand, I assert that teachers are the solution when our teachers are sensitive to



School administrators are misplacing their primary emphasis and resources on the adoption of commercially produced basal textbook materials, when effective and efficient teachers are the answer.

local cultures and communities and are well grounded in reading theory and pedagogy.

Nationwide, publishing companies that produce basal textbooks and scripted literacy programs hold much more sway on daily practice than do actual research activities. During the NCLB decade, publishers promoted their programs by associating their approaches as being “researched-based” when in fact, these programs are merely “evidence-based,” which means that they are organized with the current research, usually including at most a few American Indian students. The basal programs themselves are not research-based. In this new decade of the Common Core State Standards or what I’ll refer to as the Core, many publishers now tout their materials with brightly colored stickers as being aligned to the “Common Core.” The message to schools and to teachers is clear: This product will teach the Core.

Further making basal programs and scripted programs more attractive, is the fact that schools nationwide are in a footrace on a short course but up a steep mountain.

With the advent of the Core, so much has been changed in such a short time, and our nation’s schools are faced with helping their students to achieve new, more demanding learning benchmarks. To compound this seismic shift in curricula and pedagogy, even if the publishers wish to help teach the Core effectively, right now, much of that curriculum materials just aren’t ready.

I appreciate the fact that millions of dollars are invested by publishing companies to develop each basal series, and I believe that textbook companies have attempted to develop useful products that offend no one and include everyone. Unfortunately, once adopted, fidelity to the implementation of these basal programs has replaced the

development of effective teachers as our end goal. However, no research has been done that shows that maintaining fidelity to a core reading program will provide effective reading lessons. In other words, fidelity to a flawed program is not a virtue. The bottom line is that there is just no way to create good schools without good teachers.

Those who have worked to improve education over the last several decades have learned that school reform cannot be “teacher-proofed.” School administrators are misplacing their primary emphasis and resources on the adoption of commercially produced basal textbook materials, when effective and efficient teachers are the answer. We must develop teachers as strategic and critical decision makers, who know their communities, their children, the literacy curriculum and who possess effective pedagogical skills.

Research has long identified the expertise of the teacher as the critical factor in the quality of reading lessons offered. We know that the actual curriculum an average child learns, in the same course and in the same school, varies **tremendously** from teacher to teacher; what the students learn depends on what teacher they have. TheodoreSizer (1990, p. xii) once warned us that if we tell a teacher how to do everything and if we deny that teacher the freedom to act on his or her wisdom then we relegate faculty to a position of simple place-holders, not wise people and as a consequence, we **will create third-rate schools.**

More than 40 years ago, Peters and Waterman (1982) informed us that the hallmark of any successful organization is a shared sense among its members about what they are trying to accomplish. Effective teachers have a strong sense of efficacy, or the expectation that their efforts will result

in valued outcomes. Ralph Tyler (Ridings, 1981) chided that we remember that the teacher is the one working with students when he insisted that it is the teacher who should decide what is important to learn in a particular situation.

A well-developed, strategically implemented, long-term professional development plan that empowers teachers to be critical decision makers is the answer to improving the achievement of native students. However, studies have shown that the typical reading specialist had less educational preparation in their field than did other specialists working in U.S. schools. Most U.S. schools, then, employ few teachers who know much about reading development or how to facilitate the acquisition of English language skills. As a result, commercially developed basal programs have stepped in to fill this void. I believe that this stance is the major obstacle to school improvement efforts. Schools must examine the underpinning of their literacy programs. Teachers need become more grounded. Only then will we begin to address the underachievement of our native students. ★

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The bottom line is that there is just no way to create good schools without good teachers.

Book Review:

The Multilingual Turn: Implications for SLA, TESOL, & Bilingual Education

EDITED BY STEPHEN MAY (2014). NEW YORK: ROUTLEDGE, 229 PP.

Anita Pandey, Morgan State University

The field TESOL is approaching its centennial anniversary. Yet, as this edited collection makes clear, “mainstream SLA theorizing continues on much as it has . . . uninterested” in shedding its monolingual mould. It is fitting that this volume, dedicated to linguist David Corson, is reviewed in *World Englishes*, as it opens by mentioning Dr. Yamuna Kachru’s pioneering efforts in identifying and denouncing the monolingual bias in SLA research, and in “the TESOL industry” (p. 2). The primary objective of this nine-chapter book is to propose a multilingual approach to language education.

The subtitle reflects the contributors’ desire to see three related fields, SLA, TESOL, and Bilingual Education (BE), intersect more closely. Yet, each chapter does not address the multilingual turn in all three, so a comprehensive review requires that each chapter be evaluated individually. The first three chapters focus almost entirely on theory, while Chapters 5 onwards address classroom instruction in varying degrees. One chapter (# 4) focuses on migrant adults’ “practice-based learning” (p. 85).

The opening chapter, by Stephen May, outlines the genesis and focus of the volume, and shares the strengths of a professional development e-resource (LEAP)¹ developed by the New Zealand Ministry of Education (2007) to enhance the performance of

Pasifika students. However, the impact of this valuable resource—on student outcomes, teaching, and research—is not discussed.

Chapter 2, by Lourdes Ortega argues that for a sustainable multilingual turn, “viable alternatives must be proposed to replace” predominantly monolingual SLA theories and constructs like *native speaker* and *fossilization*, as well as research practice. As she notes, adult bilingualism is typically construed as failed attempts at monolingual competence in the subsequent language—a flawed conceptualization. The bilingual mind is more than two monolingual systems put together, she observes, like Block and most of the other contributors, alongside predecessors (Pandey & Pandey, 1996). The solution she proposes is Usage-based linguistics (UBL), which zones in on individual communication practices across contexts. One could argue that research on World Englishes (WEs), being usage-based, is illustrative of the multilingual turn, yet no mention is made of WEs here and in much of the book. Ortega closes with questions to ponder.

The third chapter, by David Block provides an insightful overview of research on multimodal approaches to language (see pp. 70-71) and identifies shortcomings in the field—specifically the absence of a comprehensive focus on gesture, posture, gaze, and



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even clothing and accessories (p. 71). It is premised on two key notions: *embodiment* and *multimodality* (p. 61), and identifies two camps in SLA, namely “cognitive-linguistic” and usage-based sociocultural approaches like Ortega’s. Block urges us to jettison the biases so prevalent in SLA and to move beyond “lingualism” to reflect the meaningfulness of “multilingual embodiment,” including kinesics, proxemics, and “multimodality” in SLA. Despite his resistance to “language” and “lingual,” Block himself employs these terms, and L1 and L2,² and the title emphasizes multilingualism. Nevertheless, readers would benefit from specific guidelines or, at the very least, a draft theory of SLA and/or bi/multilingualism that integrates “the ‘multis’ of multidialectalism and multilingualism” (p. 73) and of “embodiment and multimodality” (Ibid) recommended. No mention is made of cross-disciplinary collaboration as a solution. Instead, the author ends with a lighthearted Catalan-reinforced observation that casts doubt on his proposal: “And this is all perhaps too much to take on board in one go. *Due n’hi do!*” (p. 73).

In the next chapter, “Translingual Practice at the Contact Zone,” Suresh Canagarajah examines the cross-variety accommodations that 65 skilled African migrants to the U.S. make in the course

of their interactions with speakers with “differing norms” —on account of “their socialization in their multilingual home communities” (Ibid). He too challenges SLA constructs like *shared norms* and *native speaker*, which illegitimize several individuals’ language, and offers replacements (see p. 80). Citing interview data from a prior study, he contends that: i) bilinguals do not utilize “uniform norms” to interact in Inner Circle settings (p. 85), and ii) that they “learn new repertoires as they communicate” (Ibid). No mention is made of the participants’ (changing) proficiency in what appear to be WEs. Also, self-reports alone are cited. These, as most researchers would agree, do not illustrate how participants actually communicate. The interview questions and participants’ self-identification of their language (e.g., the labels they use to describe the codes they comprehend and/or use) are not shared. Nor is the theory implicit in the title, and the framework of analysis employed. We learn that the informants didn’t “strive for a value-free or neutral form of English” (p. 85), terms that beg the question. The participants aim for “alignment” and resist silencing—and some are even ready to educate their interlocutors, which is to be expected (p. 99), given their skilled and legal status. Arguably, power is a cline and Canagarajah’s participants are at the top. They can afford to be resistant. The “competence” of unskilled and undocumented migrants, in contrast, might differ. In the interview that follows, for example, a 31-year-old undocumented male from Honduras (H) who dropped out of school after completing sixth grade and subsequently moved to the States after spending two years in the Honduran army shares his desire to be understood, even by the interlocutor, whom he has known for seven years:

Me da pena cuando ellos (los americanos, mis jefes y tú también) no me entienden. Honestamente en ese momento quiero correr. Si necesito repetir significa que mi inglés no es bueno y por eso prefiero hablar en español contigo. No quiero mezclar.
 [Gloss: I feel embarrassed when they—Americans, my supervisors, and even you—don’t understand me. Honestly, at this point, I feel like running. If I need to repeat myself, then that means

my English isn’t good. That’s why I prefer to speak to you in Spanish. I don’t wish to mix].

When asked whether he would consider educating others about his accent and usage, he balked and responded “no,” describing such a move as “rude.” Differences in linguistic allegiance and self-esteem—attributable to culture³ and other variables—for instance, might play a role and are worth exploring, given research findings that the elite in the Outer Circle are more likely to switch “downwards” in public, and do not stigmatize the (trans)linguaging frequently employed by the unskilled (see Pandey, 1998). Interestingly, Canagarajah uses the term “intelligibility” to describe how African polyglots negotiate meaning, yet WE scholars’ early use of this term (see Kachru, 2008; Smith, 1992) is not acknowledged.

The next chapter, by Bonny Norton, focuses on language as “social practices” (p. 103) and is premised on the belief that language mastery is contingent upon the “extent to which the learner is valued” in multiple contexts (p. 103). Norton proposes the term “investment” instead of *motivation*, and appears to suggest that teachers should identify students’ “imagined communities” and “imagined identities” (how similar to the “target language”?) in order to optimize learning. While she draws on her prior research in four locations to illustrate her point, the information provided is vague and insufficient (see p. 116). For one thing, unlike what the title suggests, it is unclear whether each was classroom-based. Little information is provided about the participants’ additional language and literacy practices and/or how these have been impacted as a result of their English usage. On more than one occasion, the author notes that they expressed a preference for English, viewing it as synonymous with “rationality” and “intellectual ability” (p. 112 and p. 115), which she terms “a cause for concern” (Ibid), so whether, how, and to what extent

they employed and/or embraced multilinguality and multiliteracy is unclear. The relationship between literacy, identity, and multilinguality is not addressed, yet the conclusion suggests otherwise. The questions posed at the end are similarly vague (e.g., “what changes in *language-teacher identity* will be necessary. . . .” (p. 117) [emphasis added]). In the absence of next steps or strategies, readers are left wondering how best to attain the “imagined.”

In chapter 6, Constant Leung recommends a revised conception of communicative competence—one that combines “language knowledge and participatory involvement” (p. 142), much like Canagarajah, Norton and even Block (this volume). She examines the Common European Framework of Reference for Languages (CEFR) and three “internationally marketed” (p. 125) textbooks (two American and one British) to illustrate their normativeness and sociolinguistic restrictiveness. Yet, what the envisioned curricula, instruction, and assessment would look like is unspecified, yielding a largely theoretical account that is unclear in many areas (see p. 143). For example, she states that “successful communicative outcomes will need to take account of the participatory involvement of all interlocutors” (p. 143). How what is proposed differs from conversation and discourse analytic approaches, for instance, is unclear, as no examples, strategies, and/or templates are offered.

In the next chapter, Ofelia García and Nelson Flores pinpoint the “English-only orientation of the Common Core State Standards/CCSS” (p. 150) and propose “a bilingual reading” to “ensure an equitable education for U.S. bilingual students” (p. 148). To this end, they offer three recommendations: the development of *bilingual progressions* or benchmarks (p. 159), *dynamic bilingual assessments*, and active use of *translinguaging* by teachers—for modeling and language-facilitative purposes.

The primary objective of this nine-chapter book is to propose a multilingual approach to language education.



Chapter 8 focuses on “complementary” Chinese language schools in the U.K. and sets out to demonstrate i) co-learning between designated teachers and students, and ii) “the effect of co-learning on identity development” (p. 168). While the first objective is met and the chapter adequately demonstrates the ease and alacrity with which the students in these schools correct their teachers’ English and Cantonese, the second is not. Providing vital information about the interviews would have helped, such as the questions asked and participants’ responses. Also, the extent to which the “complementary” status of the school under focus influenced the student-teacher relationship, the students’ attitudes toward the teachers and the languages employed, as well as their individual language use and level of commitment to the program are unspecified. Given the absence of interview and/or other data indicative of co-learning, and little to no discussion of its impact on both parties’ (evolving) identities, this selection is somewhat incomplete. This is the case with

many of the chapters; most reference prior studies conducted by the researchers.

Citing from a study conducted in four European cities, the final chapter, by Adrian Blackledge, Angela Creese, and Jaspreet Kaur Takhi, argues in favor of Bakhtin’s notion of *heteroglossia* as an alternative to *multilingualism*, and as a more suitable term for developing timely “language-learning pedagogy” (p. 192). We learn in this chapter that the data from the previous chapter is also from the same source—a joint project conducted between 2010 and 2011. While the examples shared illustrate peer collaboration and informal and interactive classes—considered ideal for language mastery, the degree to which they illustrate both parties’ multilinguality is debatable. It is hard to determine from the examples cited whether any of the students employed Hindi per se. This is because, of the three languages identified in the excerpts, Hindi and Punjabi are so closely related and so frequently intermeshed in Bollywood, TV networks (like Star Plus, mentioned in example 4) and in everyday speech and the (lexical)

lines between them so blurry that for all practical purposes, they constitute a single “bhasa” (i.e., language, essentially Hindified Punjabi or Punjabi-influenced Hindi). The participants’ names, for instance, are exemplary of names from any number of north Indian languages, including Hindi, Punjabi, and Gujarathi. The data analysis is almost entirely descriptive; the “heteroglossic lens” (p. 212) through which the examples are analyzed is unspecified. Moreover, not all observations are objectively worded and substantiated. Take, for example, the following remarks: “This apparent (but not serious) explanation of her teacher’s behavior positions him as the very antithesis of her orientation to academic success” (p. 204) and “He (who) *ignores this* and offers a *model answer*” (p. 205). [emphasis added] All in all, this chapter raises more questions than it answers. For instance, what is the reader to make of the sentence “[S]ocial tensions in language may be played out at *the interstices* between the *centripetal pull toward homogeneity*, . . . and the *centrifugal pull toward heteroglossic disunification and decentraliation*”?

[emphasis added] Since no mention is made of video recordings, vital information that would give both the researchers and readers a full picture of the interactions is missing. That the researchers themselves are unsure of their observations, as evidenced by their use of uncertainty-indicative terms like “perhaps” (p. 203) and “probably” (p. 212) is problematic, as is the following confession: “The source of the represented voice is not always immediately evident, and we should be cautious in our analysis” (p. 212).

The Afterword reiterates the objectives, and identifies research directions. A glaring gap is the absence of an explicit focus on WEs—arguably an effective break from the status quo in SLA, TESOL, and subtractive BE. Readers might ask how WEs fit into the discussion. While Block arguably encompasses WEs under “multidialectalism,” most of the references to WEs are implicit and tangential, so it is unclear which visual configuration of the relationship between SLA, TESOL, BE—and, one might add, WEs—is envisioned.

Another shortcoming is that the data shared do not appear to have been expressly gathered for the present volume, and most of the examples are from the Inner Circle. Those drawn from other areas are usually summarized. Examples from highly multilingual locales (e.g., Nigeria and India) would yield a broader perspective and enhance the global appeal of this text.

The theory and practice(s) of BE are minimally addressed, so to return to the primary objective—to bridge disciplinary divides—while this volume succeeds in sharing terminological equivalencies (see p. 216), much remains to be done. An example of a revamped theory, research model and/or framework that coalesces the focal areas (SLA, TESOL, and BE) and that could be readily applied to diverse contexts would have been helpful. More examples and pedagogical strategies are in order.

Indeed, missing from most of the pedagogy chapters is the bridge between research and practice or more specifically, how policy makers and instructors can get to where they need to be in standards, curriculum, instruction, and assessment. In short, tangible next steps are missing. Many teachers are aware of what needs to

be done, but could use help getting there. We can help by providing field-tested strategies, and adaptable and readily applicable checklists and the like. These are far more useful to administrators and teachers than theories, research guidelines, and unsubstantiated pedagogical recommendations. Just as this volume invites language theorists and practitioners to modify their thinking, we need to reconceptualize our role from that of researchers to that of research-based practitioners and professional development facilitators who impact instruction and assessment directly (Pandey, 2010). Arguably, one reason SLA and TESOL have “ignored” (p. 2) the multilingual turn is because theorists and practitioners haven’t joined hands. Until then, the impact of volumes such as this one could be minimal. Currently, brokers—many corporate—stand in the way (of measurable and research-based professional development). As applied linguists, the onus is on us. If, as is made abundantly clear here, language, communication, and/or discourse are multimodal and more expansive today, then we too must not just talk the talk and write away (pun intended), but utilize multimodal means to catalyze change (see Pandey, 2015).

The strength of this volume lies in its ability to survey the field of SLA and its substrand, TESOL. Experts have written many of the chapters and successfully pinpoint gaps. Language is conceptualized as a dynamic process, echoing Yildiz’ (2012) and Kharkhurin’s (2012) observation that language does not correspond to a single identity, and lending support to Pandey’s

(2013) view that one’s “first” language is not necessarily the first one used, nor one’s primary code. Like Yildiz’ (2012), it charges us to move beyond monolingually biased practices. As such, it is an important step in the right direction. ★

Endnotes

1. LEAP bridges SLA, TESOL, and BE, as is evident from the Website, and could be enhanced through the addition of qualitative and quantitative evidence of impact.
2. How about primary and secondary, given that one’s L1 is not necessarily one’s primary code (see Pandey, 2010)?
3. Culture, just as fluid and important as language, is minimally referenced in this volume.

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