Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History: Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 2: Language Proficiency Assessment: Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.

Objective: Explain the purpose of the Florida Consent Decree, how ELLs are identified, and the implications of the Consent Decree for teachers.

Brief Description: Review the SALA Consent Decree website and answer three essay questions about the Consent Decree.

Florida Consent Decree

In 1990, the State of Florida was sued by a coalition of 8 minority groups who felt that the state was failing to establish statewide standards and guidelines for the provision of services to students with limited English proficiency. The plaintiff and defendants entered into an agreement which is known as the Consent Decree. This Consent Decree established the State of Florida framework for compliance with federal and state laws and jurisprudence regarding the education of English Language Learners (ELL).

On the Florida Department of Education's Office of Multicultural Student Language Education website (http://www.fldoe.org/aala/cdpage2.asp) find and read the complete text of the Florida Consent Decree and then respond to the following questions (2 pages maximum).

1. What is the purpose of the Florida Consent Decree?
2. Summarize the initial identification process of English Language Learners in schools per the Consent Decree.
3. Summarize the implications for K-12 teachers (e.g., training hours, tests, certifications) as mandated in the Consent Decree. Be sure to discuss any implications/expectations that might differ between teachers already in schools and new teachers.

**ESOL Domain(s), Standard(s) and Indicator(s): 1.1(a,b,d)**

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1: Culture as a Factor in ELLs’ Learning**
Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

**Objective:** Gather data on cultural commonalities and contrasts of English language learners’ home and school experiences and apply findings to addressing ELL difficulties.

**Brief Description:** Interview an ELL about her/his cultural and linguistic experiences and write a reflection on differences and similarities, stereotypes, and suggestions for teachers and counselors to address identified problems.
English Language Learner Interview

The purpose of this assignment is to analyze how language learning is experienced and internalized by English Language Learners (ELL).

For this assignment, identify an individual who may be categorized as an English Language Learner per the Florida Consent Decree. Interview this individual about his/her experiences learning English. This might take a bit of reflection on the part of your interviewee, especially if you have chosen an adult who is completely fluent in English. Conversely, you shouldn't choose a limited English proficient interviewee who is still struggling with speech production, unless you are willing to reword your questions. Patience is required in the latter case. If you choose to interview a subject that is under the age of 18, you must get permission from his/her guardian before the interview.

Remember that asking a question in an interview and recording the answer is only half the process. Good interviewing skills require that the listener be doing actually that, listening. If your interviewee says something that doesn't make sense, ask him/her to clarify. In other words, the interview is complete only when you have exhausted your mental question bank and the interviewee's language aptitude. For example, you can always get the details on the general political, social, and educational atmosphere when your interviewee was learning English.

Additionally, it is only in the case of a limited English proficient speaker at the beginning level to answer in abrupt, one-word or one-sentence answers. Humans have a tendency to talk more when the subject is about them personally. For this reason, avoid single response questions (i.e, yes/no) or questions of limited use. Try to ask open-ended questions that could provoke thought or a discussion with your interviewee. Sample questions follow, but try to think of your own.

1. What helped you the most in learning English?
2. What did your teachers do during your learning process?
3. Can you tell me about a time when you were frustrated, scared, or happy when learning English?
4. What do you think that teachers can do better to help students learn English?
5. What should teachers not do?
6. What advice would you give to other English language learners?

After you have reread and analyzed your interview notes, respond to the following questions (2 pages maximum). Please attach your interview notes with your question responses.

1. What are the major differences/similarities between your culture and that of your interviewee?
2. What stereotypes about your respondent's culture were upheld/destroyed/transformed through the interview?
3. Vis-à-vis education and language acquisition, what approaches worked best/worst for your interviewee? What is your reaction to his/her experiences? Provide examples in your discussion.

4. Having learned about this particular culture, what skills do you think you need to develop in order to work effectively in diverse classrooms? How could you develop these skills independently? How could teacher education programs be changed to help to enhance your effectiveness with diverse students?

5. What other realizations, notions, lessons learned did you have from this experience?

ESOL Domain(s), Standard(s) and Indicator(s): 1.1(c)

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs’ Learning
Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

Objective: Identify cultural barriers for ELLs’ at school and strategies for reducing or eliminating them.

Brief Description: Conduct secondary research on ELL cultural groups, noting differences in attitudes and expectations about school. Write a reflection including strategies for reducing or eliminating cultural barriers to ELLs’ success at school.

Cultural Groups and Educational Attitudes

Pick 2 major cultural groups within today's public schools (e.g., Haitian, Jehovah's Witness). Using an Internet search engine (e.g., Dogpile, Google), search for 2 websites which contain information on each of these two cultural groups' attitudes toward education in general. The websites should be nonprofit, meaning that their URL addresses end in either EDU, ORG, or GOV.

Once you have found appropriate websites and read over all of the material carefully, summarize the groups' attitudes and highlight the areas that might lead to misinterpretation within schools.
Considering this information, name 5 strategies/approaches/techniques/models that schools/teachers can employ to reduce the cross-cultural barriers between each of these 2 groups and the schools. Then, explain what resources are available, or would be needed, to accomplish these objectives.