

AccELerate!

The quarterly review of the National Clearinghouse for English Language Acquisition

Preparing Pre-service Teachers To Work With English Learners

Due to the increased inclusion of ELs in general education classrooms, it is essential that all teachers, including content-area teachers, possess the knowledge, skills, and dispositions to teach these students effectively. The articles in this issue underscore the benefits of interweaving the reality of today's classrooms, the needs of ELs, and the preparation of prospective teachers across disciplines and at all levels.

Three articles focus on TESOL/NCATE P-12 Professional Teaching Standards: Staehr Fenner and Kuhlman discuss the need for professional standards for teachers of ELs and provide guidance in the use of the standards; Valdez Pierce as well as Zhang and Smolen share guidelines and examples of standards implementation in university teacher-preparation programs. Two articles discuss frameworks that may assist teacher educators in preparing teachers to differentiate instruction for ELs (Tabaku & Smallwood) and integrate arts with literacy instruction to support language development (Cowan & Sandefur). Fregeau and Leier identify gaps in what teachers should know and do and describe revisions to their preparation program. O'Hara and Pritchard discuss the need to prepare teacher-education faculty to effectively train teacher candidates. Blankenship examines pedagogic identity development after teachers' interactions with an EL.

Our success stories suggest a way to integrate EL methodology into the coursework (Ingraham), emphasize the need for critical cross-cultural communicative competence (Sehlaoui), and describe the effects of real-life interactions with ELs (Elliott & Jacocks) and of linguistically accommodated dual-language experiences (Cuero et al.) on teacher candidates.

We hope that the issue will offer helpful guidance for teacher educators who are responsible for preparing teachers to work with all students, including ELs.

In this issue of *AccELerate!*

Blankenship Pedagogic Identity Development of Two ESOL Pre-Service Teachers Participating in Simulated Instruction of a Level 2 EL (page 19)

Cowan & Sandefur To Dance Vocabulary and Dramatize Comprehension: The Role of the Arts in EL Instruction (page 16)

Fregeau & Leier Rethinking Pre-service Teacher ESOL Preparation (page 23)

O'Hara & Pritchard Preparing University Faculty to Meet the Challenge of Diversity (page 11)

Tabaku & Smallwood The Development of a Framework to Integrate Content with ELP Standards (page 13)

Staehr Fenner & Kuhlman The TESOL P-12 Professional Teaching Standards (page 2)

Valdez Pierce Preparing Pre-Service Teachers to Meet TESOL/NCATE Professional Teaching Standards (page 5)

Zhang & Smolen Designing TESOL Courses for Today's Professionals (page 8)

Also in this issue

Editor's Notes (page 2)

Success Stories: **Cuero, Arreguín-Anderson, & Garza** (page 21), **Elliott & Jacocks** (page 22), **Ingraham** (page 10), **Sehlaoui** (page 18)

Information Piece: **Did You Know?** (page 15)

The TESOL P-12 Professional Teaching Standards

Diane Staehr Fenner and Natalie Kuhlman

This article discusses the need for professional standards for teachers of ELs and provides guidance in the use of the TESOL P-12 Professional Teaching Standards in ESL teacher preparation programs, in ESL program reports for the NCATE, and in PD for in-service teachers who have ELs in their classrooms. It also discusses how the standards have been used in English as a Foreign Language programs outside of the U.S.

The Need for Professional Standards for Teachers of ELs

Several changes have necessitated professional standards for teachers of ELs. First, the number of ELs in K-12 classrooms who are learning English continues to climb. Nearly 11 percent of the K-12 population across the United States is made up of ELs [1]. Second, in recent years, public voices—including those of educators—have grown louder as they question how well teachers are prepared to meet the needs of their schools' diversifying population of students. Finally, teacher preparation programs have expanded from just providing educational content knowledge to providing the clinical experiences that new teachers need to make them better prepared for today's classrooms [2]. This movement toward the preparation of higher-quality teachers has led to the development of teaching standards used by NCATE for program recognition in all major teacher-licensure areas, including mathematics, English language arts, the sciences, social studies, and ESL.

The TESOL P-12 ESL Professional Teacher Standards

The TESOL International Association has been invested in creating profes-

sional standards for teachers of P-12 students for more than a decade, highlighting TESOL's commitment to teacher quality for those educators who work with ELs. In 1999, TESOL became a member organization of NCATE and began developing standards for the national recognition of P-12 ESL teacher-education programs. These standards (revised in 2009) represent what pre-service teaching candidates earning their initial licensure in ESL should know and be able to do in order to teach ELs effectively (see p.4).

TESOL's 11 standards are organized around five overlapping domains: Language, Culture, Instruction, Assessment, and Professionalism. The domains of Language and Culture form the content knowledge that ESL teachers need to know in order to apply them to Instruction and Assessment. The fifth domain, Professionalism, is at the core of the standards; it determines who effective ESL teachers are and what they can do. The relationship between the domains and standards can be viewed as concentric circles (Figure 1).

The TESOL standards are used for NCATE program recognition but also by institutions of higher education as they create and revise ESL teacher-preparation programs. School districts also use the standards as they design and provide professional development for general-education as well as ESL/bilingual in-service teachers.

Applications to ESL Program Preparation

As applied to ESL teacher-education program preparation, the TESOL standards can be used as a guide to

what future ESL teachers need to know and be able to do in working with ELs. Using the *TESOL P-12 Professional Teaching Standards* as the basis for creating a teacher-preparation program ensures that there will be an overall goal for the program, that it will be grounded in research, and that there will be an integration of the five TESOL domains across all of the courses. Using the standards as a framework for ESL program design also builds in an evaluation component for the individual pre-service and/or in-service teacher program. With a strong research base, the standards can inform the theoretical framework around which the program will be developed. The standards also provide a framework to ensure that the program focuses on what new teachers need to know

Editor's Notes

The following signs and abbreviations are used in this issue.



— *Success stories* describe promising projects or ideas



— *Teachers' gems of wisdom* share effective instructional practices



— *Information pieces*

EL—English learner
ELL—English language learner
ESOL—English for speakers of other languages
ESL—English as a second language
NCATE—National Council for the Accreditation of Teacher Education
PD—Professional development
TESOL—Teaching English to Speakers of Other Languages

Citations in the text are in [bracketed numbers]; the references follow each article in the same numerical order. Other notes are indicated by consecutively numbered superscripts.

and be able to do, rather than offering a random assortment of courses that have no overall plan [3].

Applications to NCATE Recognition

The NCATE accreditation process requires the preparation of TESOL program reports by institutions of higher education that offer professional education programs to teachers seeking initial P-12 ESL licensure and are undergoing NCATE site visits. All such institutions are eligible for recognition of their program by NCATE. However, the ESL teacher-licensure programs must provide *initial* licensure in ESL. The standards have been the framework upon which national NCATE recognition for ESL teacher licensure programs has been based for approximately 200 institutions of higher education. In recent years, the number of institutions seeking national NCATE recognition of their ESL licensure programs has increased exponentially.

Applications to PD

The standards also provide a focus for PD for in-service general-education and ESL/bilingual teachers who work with ELs in elementary and secondary schools. Less than half the states currently require that all teachers have some type of training in working with ELs. In addition, the type and amount of training they do receive varies widely. Furthermore, certification requirements for ESL teachers vary by state [4]. Due to these variations and the lack of preparation in more than half the states, it cannot be assumed that ESL teachers, let alone content teachers, share a uniform degree of knowledge about effectively teaching ELs. The TESOL Standards serve as a framework for the content around which PD in teaching ELs can be built. The domain of Language provides an example of how the standards can be used in professional development. Workshop participants can analyze authentic EL student speech or writing to address this domain, discussing ways in which the analysis can affect content and language instruction for

groups of students who demonstrate a comparable grasp of language. As another example of how to frame professional development around TESOL's domain of Instruction, workshop leaders and participants can share strategies about how to incorporate both content and language objectives into their ESL curriculum.

Applications for English as a Foreign Language

While the standards have been used primarily in the U.S., they also have been adapted for use outside of the U.S. as countries around the world move to teach English to students in their K-12 schools. The standards have been used as the basis for creating standards-based foreign-language teacher programs in such places such as Ecuador and Uruguay [5].

Conclusion

In conclusion, the TESOL P-12 Professional Standards have been developed as a reference to support the improvement of the teaching of ELs within the United States and beyond. ELs will benefit from better-prepared teachers whose training is based on standards that reflect research as well as best practices in teaching ELs.

References

1. The National Clearinghouse for English Language Acquisition. (2011). *The growing numbers of English learner students, 1998/99-2008/09*. Retrieved from http://www.ncele.gwu.edu/files/uploads/9/growingLEP_0809.pdf
2. NCATE. (November, 2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, D.C.: Author.

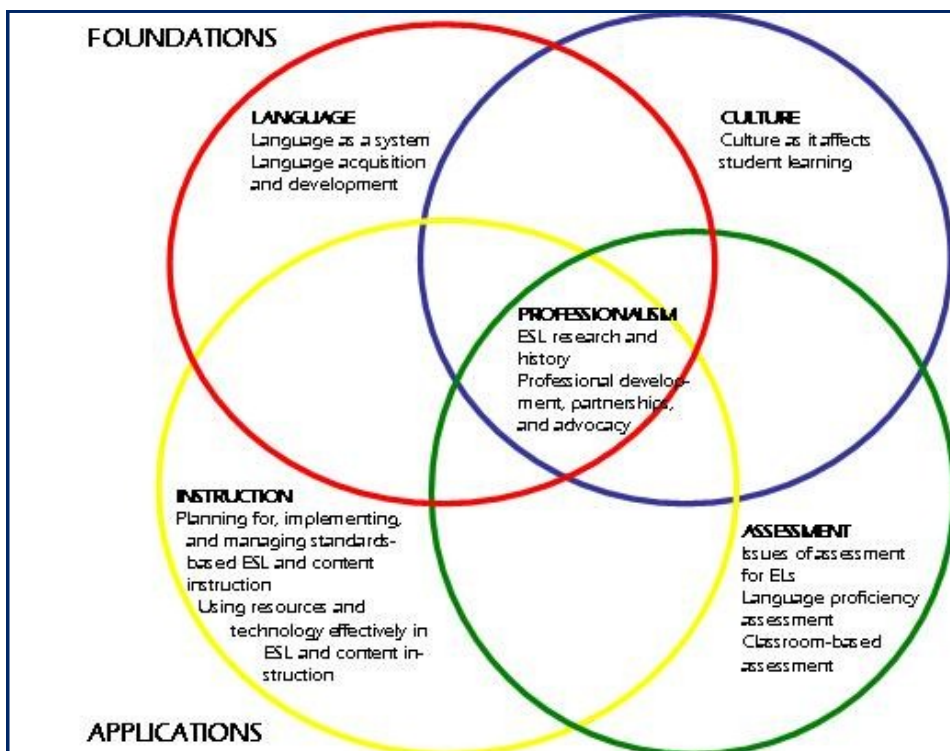


Figure 1. Overlapping Domains in TESOL Professional Teacher Standards

The TESOL P-12 Professional Teaching Standards

Domain 1: Language

Standard 1.a. Language as a System: Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b. Language Acquisition and Development: Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content area achievement.

Domain 2: Culture

Standard 2. Culture as It Affects Student Learning: Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 3: Instruction

Standard 3.a. Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4: Assessment

Standard 4.a. Issues of Assessment for English Language Learners: Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special-education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment: Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL: Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Domain 5: Professionalism

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy: Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Note: For more information, visit <http://www.tesol.org>

3. Staehr Fenner, D. & Kuhlman, N. (2012). *Preparing effective teachers of English language learners: Practical applications for the TESOL P-12 Professional Teaching Standards*. Alexandria, VA: TESOL International Association.

4. Ballantyne, K.G., Sanderman, A.R., & Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition.

5. Kuhlman, N. (2010). Developing foreign language teacher standards in Uruguay: A case study. *Revista Colombiana de Educación Bilingüe*, 11(1), 107-126.

Diane Staehr Fenner, Ph.D., is president of DSF Consulting and NCATE program coordinator at TESOL International Association. Natalie A. Kuhlman, Ph.D., is professor emeritus in the Policy Studies Department, College of Education, San Diego State University. E-mails: Diane@DSFConsulting.net and nkuhlman@mail.sdsu.edu

Preparing Pre-Service Teachers to Meet TESOL/NCATE Professional Teaching Standards

Lorraine Valdez Pierce

University programs preparing pre-service teachers for initial licensure to teach ESL typically begin with professional, state, and institutional standards. The professional teaching standards set forth by TESOL serve as a starting point for any program preparing pre-service teachers to work with ELs [1]. The 11 standards each fall under one of the following five domains: (1) Language; (2) Culture; (3) Planning, implementing, and managing instruction; (4) Assessment; and (5) Professionalism (see p.4). Ten of the 11 TESOL Standards must be met for national recognition by NCATE.

In addition, programs need to demonstrate that candidates meet requirements listed under Standard 1, Candidate knowledge, skills, and professional dispositions of the National Council for the Accreditation of Teacher Education (NCATE) (Table 1) [2]. Programs must show evidence that teacher candidates meet the TESOL/NCATE standards in order to obtain national recognition by NCATE. They do this by conducting a variety of key assessments (six to eight) of candidate performance at multiple points throughout the pro-

Table 1. NCATE Standard 1, Knowledge, Skills, and Professional Dispositions

#	Description of Standard
1.a.	Content knowledge
1.b.	Pedagogical content knowledge
1.c.	Professional and pedagogical knowledge and skills
1.d.	Student learning
1.g.1	Professional dispositions

Note: Subcategories 1.e. and 1.f. do not apply to teacher candidates.

gram, collecting and analyzing the resulting data, and using this information for course and program improvement. Our initial ESL teacher licensure program recently submitted its program report to NCATE for national recognition. The following guidelines and examples of their implementation can inform future development of similar university programs to prepare pre-service teachers to meet TESOL/NCATE standards.

1. Identify and develop six to eight key assessments that address ten or more TESOL standards.

Based on feedback from TESOL reviewers on a previous submission, we carefully revised or created new assessments to show that candidates were meeting all 11 TESOL Standards. To show that our assessments were standards-based, we also ensured that each standard was addressed by at least two of our seven assessments.

2. Show how assessments are aligned with both TESOL and NCATE Standards.

Since programs are only allowed to submit six to eight key assessments as evidence that teacher candidates have met the standards, each assessment must be selected carefully so that it meets one or more of the standards. Our program's key assessments are listed in Table 2. Instead of proposing one assessment per TESOL standard, we identified one assessment (or a combination of assessment tasks scored as one) for each of the subcategories for NCATE Standard 1 and cross-listed it with the TESOL Standards addressed by that assessment. We also added an assessment (Assessment 5) to demonstrate

effect on student learning as required by NCATE Standard 1.d.

3. Develop and use multiple assessments in a variety of formats and at multiple points in time.

NCATE strongly recommends using assessments that directly measure candidate knowledge, performance, and dispositions and their impact on student learning. These can include performance-based assessments such as written papers, journal entries, lesson plans, teaching demonstrations, in-class presentations, research projects, and development of assessment tasks and measures to be used with ELs. In addition, criteria for program recognition call for candidates to pass content examinations required by states for licensure, such as PRAXIS I and its subject assessments, such as PRAXIS II, English to speakers of other languages. Our program uses a variety of performance-based assessments and one standardized test, PRAXIS II (PRAXIS I is required already for admission to the program) for the key assessments.

4. Show how each assessment has been tested for bias and fairness.

Bias occurs when factors other than the performance being measured influence rater judgment or test scores. These factors may include candidates' gender, ethnic heritage, or linguistic background (e.g., spoken accent). Other potential sources of bias include assessment design, language, content, and format; the scoring process; the candidate's emotional state; and the testing environment [3]. Reducing bias can increase the validity of assessment results. Fairness in assessment consists of: (1) lack of bias; (2) equitable treatment;

(3) equality in testing outcomes, and (4) opportunity to learn what is being tested [4]. Opportunity to learn means taking steps to ensure that candidates have been exposed to the knowledge, skills, and dispositions that are being evaluated in key assessments and understand what is expected of them to complete the assessments. Instructions and timing of the assessments should be stated clearly and shared with candidates, and they should be given information on how the assessments will be scored and how they count toward completion of the program [5]. We check for bias by having several faculty members review course syllabi, the description of each assessment task, and the language of each scoring rubric. We test for fairness by getting feedback from program faculty and from the candidates themselves.

5. Show how each assessment has been tested for validity and reliability.

For content validity, we discuss the extent to which each assessment accurately measures the performance of candidates toward meeting the TESOL standards. To ensure consequential validity, we use assessment results to improve the program and better prepare teachers to work with ELs. For norm-referenced testing, such as the PRAXIS I and II, we can report the characteristics of the population on which the test was normed so that reviewers can determine if the performance of the norming group is an appropriate gauge for measuring our candidates [5]. Faculty in our program conduct inter-rater reliability checks on all scoring rubrics used by more than one instructor on any key assessment. We do this by using multiple raters to score at least two samples of candidate work for each key assessment; if all raters do not agree on the same score or category, we revise the language of the rubric, the

directions for the task, or the task itself. Individual instructors can establish intra-rater reliability by scoring a small sample of papers or candidate performances twice, once at the beginning and again after scoring all candidates, and with the name of each candidate removed, to determine if the same score would have been assigned each time.

6. Describe field experiences for each course in the program.

We specified our required field experiences, the total number of hours for each, and exactly how each field experience helps candidates meet one or more TESOL standards. Field experiences may range from teacher observation in an ESL classroom to administering pre- and post-tests to ELs in a grade-level classroom.

7. Show how the program obtains input from local school systems.

Our program established an advisory board consisting of teachers and administrators from local schools. These professionals can review course requirements, syllabi, field experiences, and key assessments and scoring rubrics and provide valuable information on the relevance, practicality, feasibility, and fairness of the proposed materials and experiences.

8. Collect data on program completers.

NCATE requires that programs obtain data from employers on the performance of their licensure graduates. This entails establishing a database of graduates and tracking the schools where they teach for at least the first couple of years after completing the program. Ideally, the information gathered would include a variety of sources, such as email or online surveys, as well as phone and in-person interviews. We are still in the process of developing these materials.

9. Show how the program has used assessment results to improve the program.

By analyzing candidate scores on each key assessment, programs can identify areas for improvement. For example, if we find that many candidates are unable to reach an acceptable range on any scoring category on a rubric or subtest on a standardized test, we can determine how to revise the scoring rubric, the assessment task, and/or course content and experiences selected to help candidates meet the standard addressed by the assessment.

10. Get feedback from an external reviewer.

Before preparing a TESOL/NCATE report, and even before collecting any data on the proposed key assessments, program faculty should obtain constructive feedback from an experienced reviewer not affiliated with their program. In our case, we contracted with a reviewer from another university, and his input was invaluable in making substantive improvements to our assessments.

To summarize, an essential element in preparing pre-service teachers to teach ELs is understanding how developing and aligning assessments of teacher candidates with the TESOL/NCATE standards can be used to enhance both candidate and program effectiveness. These objectives can be achieved when university faculty become familiar with the standards, with issues of validity and reliability, and with scoring rubric design, and then apply this knowledge to the assessment of their teacher candidates.

References

1. Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE Standards for the recognition of initial TESOL programs in P-12 ESL teacher education*. Alexandria, VA: Author.

2. National Council for the Accreditation of Teacher Education. (2008). *Unit standards in effect 2008*. Washington, DC: Author. Retrieved from <http://www.ncate.org/Standards/NCATEUnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx>
3. Stiggins, R. J. & Chappuis, J. (2012). *An introduction to student-involved assessment for learning* (6th ed.). Boston, MA: Pearson.
4. American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: Author.
5. National Council for the Accreditation of Teacher Education. *NCATE Glossary*. Washington, DC: Author. Retrieved from <http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx>
- Lorraine Valdez Pierce, Ph.D., is an associate professor in the College of Education and Human Development of George Mason University in Fairfax, VA. E-mail: lpierce@gmu.edu*

Table 2. List of Key Assessments

Required NCATE Category	Name of Assessment	Type or Form of Assessment	TESOL Standards	Course Number	When/ Transition Point
1. Licensure	PRAXIS II, English to speakers of other languages (Fall 2012)	Standardized, norm-referenced assessment	1a, 1b, 2, 5a		Upon completion of all licensure courses and prior to start of Teaching Internship
2. Content knowledge in ESOL	Bridging the Cultural Divide Project	Performance-based assessment	2, 5b	EDUC 537	At beginning of program
3. Ability to plan instruction	Unit Plan	Performance-based assessment	3a, 3b, 3c, 4c	EDCI 519	At mid-point of program
4. Student teaching	Student Teaching Internship Evaluation	Performance-based assessment	3a, 3b, 3c, 4c,	EDCI 790	After completion of all licensure coursework and upon completion of Teaching Internship
5. Effect on student learning	Assessment Toolkit	Performance-based assessment	4a, 4b, 4c	EDCI 520	Prior to Teaching Internship
6. Professionalism	Philosophy of Teaching Statement	Performance-based assessment	5a, 5b	EDCI 516, EDRD 610	Prior to Teaching Internship
7. Optional	Text Analysis Project	Performance-based assessment	1a, 2	EDCI 510	At beginning of program

Notes:

1. The seven required assessments have been aligned to address all 11 TESOL 2010 standards.
2. Each number or number-letter combination (i.e., 5.a) represents one TESOL Standard.

Designing TESOL Courses for Today's Professionals

Wei Zhang and Lynn Smolen

Introduction

Quality teacher preparation is at the heart of successful language learning for ELs [1; 2]. With ELs becoming the fastest growing student body in the United States [3] and the ratio of non-native to native speakers of English rising to an estimated three to one globally [4], the demand for qualified ESL/EFL teachers is greater than ever before. This calls for continuing inspection and revision of TESOL training programs to improve program efficiency and course practicality. This article reports such an effort initiated by the TESOL Endorsement and Certificate programs at The University of Akron (UA) to align its programs to the newly revised TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (referred to in the rest of this article as the Standards) [5]. The alignment of the programs and the Standards focuses on both curriculum design and course reconfiguration.

Background

UA's TESOL programs are interdisciplinary and offered at two levels, undergraduate and graduate, each of which have two options for students — education majors can choose the TESOL Endorsement and non-education majors can choose the TESOL Certificate. The TESOL Endorsement requires the completion of seven courses and the PRAXIS subject exam; the TESOL Certificate requires the completion of six courses. Five courses in the two programs overlap and are taken by education and non-education majors together (asterisked courses in Table I). These courses concentrate on linguistics, language acquisition, language pedagogy, and culture in language teaching. Given the programs' similarity and the over-

lap between them, we are illustrating our program reconfiguration with the TESOL Endorsement program for the purposes of this article.

Aligning the Curriculum to the Standards

The Standards include five interlocking domains: Language, Culture, Instruction, Assessment, and Professionalism. After reviewing our programs in comparison with the Standards, we revised and changed two overlapping courses: 1) *Linguistics and Language Arts*, originally *Introduction to Linguistics*, now emphasizes the relation between linguistic concepts and classroom practice; and 2) *Learner English*, originally *Sociolinguistics*, now focuses on the analysis and assessment of the oral and written production of ELs. Then we streamlined both the sequence and the content of all courses. Table 1 depicts how the courses are aligned with the Standards.

Designing Course Projects to the Standards

Another aspect of program alignment is to design course projects to match the rubric specified in the Standards. For instance, the first project in Learner English is based on Rubric 1.a.2 [5, p. 29]. In Learner English, candidates choose a language and compare it to English in terms of morphology, syntax, phonetics, phonology, pragmatics, and orthography. Then they predict difficulties that ELs with that language background might encounter in learning English and contrive teaching strategies to tackle the difficulties.

Another example of a course project that has been developed to match the rubric in the Standards is an as-

signment used in Teaching Language Literacy to Second Language Learners in which candidates assess an EL's reading skills using an informal reading inventory and provide instruction to help the student develop his/her reading strategies using a variety of authentic, culturally relevant literature. In this project, candidates select materials that reflect an understanding of the connection between language and culture (in correspondence with Rubric 2.e.) [5, p. 42], use a variety of literature to support ELs' reading development (in correspondence with 3.b.7) [5, p. 51], and use authentic procedures to assess ELs (Rubric 4.c.2) [5, p. 66].

Conclusion

UA's TESOL Endorsement and Certificate programs have been reconfigured to meet the increasing need for qualified teachers of ELs. Aligning the programs with the five interlocking domains of the Standards has proven to be beneficial. The process of aligning the coursework with the Standards helped faculty make sure that all five components of the Standards were addressed adequately. It also helped faculty become aware of any gaps. For example, when the courses were first aligned to the Standards, we discovered that the culture component was not being adequately addressed. So we modified Techniques for Teaching ESL to address culturally inclusive instruction and the relationship of culture to learning, and we added a culture investigation assignment to the ESL Practicum. The alignment process has strengthened our programs and helped to prepare our candidates to meet the complex challenges of teaching culturally and linguistically

Table 1. Alignment of Courses to the Standards

Courses	Standards				
	Language	Culture	Instruction	Assessment	Professionalism
Linguistics and Language Arts* Morphology Syntax Phonetics and phonology Pragmatics Language acquisition overview	X		X		
Grammatical Structures of Modern English* Parts of speech Sentence and phrase types Modification, coordination, and subordination Parentheticals and sentence rhetoric	X	X			
Theoretical Foundations and Principles of ESL* First language acquisition Second language acquisition Historical overview of language teaching methods- ESL vs. EFL	X		X		X
Learner English* Theories and tools for oral English analysis and assessment Theories and tools for written English analysis and assessment Strategies to teach oral and written English in the classroom	X		X	X	
Techniques to Teach ESL* Role of Culture in teaching & learning Professional preparation for teachers of English learners Methods and materials for teaching listening, speaking, reading, and writing Standards-based assessment and instruction Content-based ESL (SIOP) lesson planning & practice teaching	X	X	X	X	X
Teaching Language Literacy to Second Language Learners Literacy development in the first and second language Emergent literacy Vocabulary development Process writing instruction Reading and literature instruction Content reading and writing instruction	X		X	X	
ESL Practicum Practical teaching experience under the supervision of a qualified ESL teacher (50 hours) Standards-based instruction Lesson and unit planning Research paper on learner cultures in the classroom Reflection on teaching experience		X	X		X

* Courses which appear in both TESOL Endorsement and Certificate Programs

diverse students. Our candidates now are prepared better to do what multiple studies have demonstrated that well-prepared teachers are able to do: they attune themselves to students' needs, implement individualized in-

struction, and have a positive effect on students' achievement [6]. Indicators include the 100% passage rate on the TESL Praxis II Test for Teaching ESL for our candidates in the TESOL Endorsement Program and the fact that our

candidates, in the last four years, have consistently scored in the high range on the rubric that is used to assess their teaching performance in the ESL Practicum.

References

1. Genesee, F. & Harper, C. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in ESL teacher education* (Introduction). Arlington, VA: TESOL. Retrieved from http://www.tesol.org/s_tesol/bin.asp?CID=219&DID=13040&DOC=FILE.PDF
2. Byrnes, H. (2009). Perspectives. *The Modern Language Journal*, 93(ii), 261-263.
3. National Clearinghouse for English Language Acquisition (2011). *The growing numbers of English Learner Students 1998/99-2008/08*. Washington, DC: Author. Retrieved from http://www.ncela.gwu.edu/files/uploads/9/growingLEP_0809.pdf
4. Crystal, D. (2003). *English as a global language*. London: Longman.
5. Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in ESL teacher education* (Introduction). Arlington, VA: Author. Retrieved from http://www.tesol.org/s_tesol/bin.asp?CID=219&DID=13040&DOC=FILE.PDF
6. Wise, A. E. & Leibbrand, J. A. (2000). Standards and teacher quality: Entering the new millennium. *Phi Delta Kappan*, April, 612-621.

Wei Zhang, Ph.D., is an assistant professor of linguistics and director of the TESL Certificate Program and Lynn Smolen, Ph.D., is a professor of education and director of the TESOL Endorsement Program, both at The University of Akron, Akron, Ohio. E-mails: wz23@uakron.edu and lsmolen@uakron.edu



Pre-service EL Instruction: A Community Approach

Nissa Ingraham

After NCLB and Race to the Top initiatives, it is understood more globally that instructing ELs is the task of all teachers, not just the certified EL teacher [1, 2, 3]. This article explains one way that our university has been successfully integrating EL methodology into the coursework to support the development of EL pedagogy across the certified areas and to meet the needs of our pre-service teachers, our NCATE accreditation, and the districts [4].

After identifying a gap in our EL pedagogy instruction within the pre-K through secondary education program, our director of education, in conversation with the coordinator of EL certification and with our Professional Education Unit (PEU) leadership team, discussed the need for our pre-service teacher education program to be infused with EL pedagogy. The team determined that creating EL modules that could be embedded in three common courses taken by all pre-K through secondary pre-service teachers would best serve our pre-service teacher candidates. As a way to meet the immediate needs of our graduating seniors, the third module was built first as a face-to-face module and embedded in their final course, taken in tandem with student teaching. Collaborative discussions with the professors of those courses led to immediate implementation.

This implementation was followed by the development of an electronic EL module that was embedded in another common core-education course. Again, discussions within the PEU and with professors of the courses deemed favorable for the module implementation ensued, resulting in implementation of module II. Following the pilot semester, and given the stagnant electronic format of the module, minor changes were made to the module, resulting in better student performance within the module assessment. The first EL pedagogy module is being built and will be embedded into another common core-education course. This final module will involve another group of professors and consequently more of our education community on campus.

By creating these EL modules, both pre-service teachers and education professors across our campus have had the opportunity to explore unfamiliar EL pedagogy. By creating electronic modules and housing them not only in the common core courses, but also on our electronic education servers, all professors have the opportunity to further their knowledge of EL pedagogy, better enabling them to discuss content-specific needs of the EL students.

References

1. Flannery, M. E. (2006). Language can't be a barrier. *NEA Today*, 24(4), 24-31.
2. Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English language learning in elementary classrooms*. McHenry, IL: Delta Systems.
3. The White House. (2009). *Promoting innovation, reform, and excellence in America's public schools*. Washington, DC: Author. Retrieved from <http://www.whitehouse.gov/the-press-office/fact-sheet-race-top>
4. Mitchell, A. (2008). NCATE unit standards... revised [PowerPoint slides]. Retrieved from <http://www.ncate.org/documents/Elluminate/112008/NCATEUnitStandards.ppt>

Nissa Ingraham, Ed.D., is an assistant professor of curriculum and instruction, Northwest Missouri State University. E-mail: nissai@nwmissouri.edu

Preparing University Faculty to Meet the Challenge of Diversity

Susan O'Hara and Robert Pritchard

Many ELs currently are placed in classrooms with teachers who have little or no training in how to be responsive to their needs. Consequently, many educators have advocated for increased preparation for teachers to work with ELs, recommending that all teacher candidates be provided with specific content and pedagogical knowledge related to ELs as well as with ample practice opportunities in the classroom [1, 2]. In order to prepare teacher candidates, teacher education faculty must have the requisite knowledge, skills, and dispositions in these same areas. However, research indicates that this is not the case on many campuses in the United States [1, 3]. This article describes a PD program that was designed to address this need among 38 teacher-education faculty at a California university.

The PD Program

The PD began with an all-day retreat that focused on building foundational knowledge, creating a sense of community, and promoting team building. Next, faculty engaged in a series of two-hour meetings held over the academic year. One goal for this PD program was to provide faculty with knowledge about linguistics, first- and second-language acquisition, strategies and methods for English-language development, providing all students access to the core curriculum, and assessing ELs. A second goal was to model and practice effective approaches for working with teacher candidates around these topics, thus prepar-

ing them to teach ELs. A third goal was to facilitate opportunities for faculty to develop course outcomes and assignments for student teachers around these topics.

Activities were designed so faculty had the opportunity to work within specific content groups (e.g., math, literacy), area groups (secondary and elementary), and mixed groups. Between the face-to-face sessions, faculty accessed a web-based resource center and participated in online threaded discussions, accessed assigned web-based articles, audio clips, and videos, and created multimedia presentations, all related to the activities and content from the face-to-face sessions.

Across the academic year, faculty worked individually and in small groups to develop syllabi for credential program courses. In addition, faculty piloted instructional activities from the new courses, and collaborated with K-12 partners to design the fieldwork experiences that were built into each methods course. As faculty proceeded through this process, they were mentored by colleagues with expertise in the infusion areas. This process allowed faculty to design, implement, and reflect on curricula that met the state-mandated standards for preparing teachers to work with ELs, and provided support they needed to succeed.

Impact of the Program

We evaluated the effect of the program in two ways. First, we developed a pre-post instrument that

looked at changes in faculty self-reported knowledge and the integration of instructional components related to the teaching of ELs into course work. The instrument elements were organized into categories developed for the state-mandated teacher preparation standards noted above. The categories were instructional strategies and practices, assessing ELs, legal and ethical issues, and cultural background/social integration. Data analysis determined that there were statistically significant mean increases in reported knowledge and integration of this knowledge into instruction in all four categories. Table 1 shows pre- and post-mean scores, standard deviations for each category split by knowledge and use, and the *t*-values for the pre-post comparisons.

We also examined curricular changes resulting from the PD program. As a result of our PD model, the teacher preparation programs in our department were redesigned to offer credential candidates ample opportunities to gain the knowledge, skills, and dispositions that are needed to become effective classroom teachers working with ELs. These changes are evident in the following ways.

(1) Embedded signature assignments (ESA) were designed for each course that included specific activities with ELs and required that each candidate pass the ESA in order to pass the course.

(2) Fifteen hours of documented field experiences were designed and attached to each methods course to provide candidates with opportunities to work with ELs, specifically on core content areas.

(3) The Student Teaching Observation form used to evaluate candidates during their student teaching was redesigned and modeled after the Sheltered Instruction Observation Protocol [4].

These changes mean that multiple measures are embedded across the programs to assess each candidate's ability to work effectively with ELs. The work candidates complete is part of a required professional e-portfolio consisting of artifacts, evidence, and reflections documenting candidates' growth as teachers and demonstrating that they have met all state-mandated standards. Faculty periodically evaluate this portfolio system in order to improve the implementation of the new program and identify any challenges that arise.

Conclusion

Preparing pre-service teachers to work with ELs—an essential component of any successful teacher education program—is dependent on faculty who know about language acquisition and English-language development, who are able to model best practices with respect to instructional strategies for ELs, and who can offer teacher candidates ample opportunities to develop specific content, pedagogical knowledge, and skills related to ELs. The changes in faculty knowledge, integration of that new knowledge into instruction, and changes to the teacher-education curriculum indicate that as a result of this faculty PD, our credential program is achieving its goals.

References

1. Lucas, T. & Villegas, A. M. (2010). A framework for preparing linguistically responsive teachers. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 55–72). New York, NY: Taylor & Francis.
2. McGraner, K. & Saenz, L. (2009,

September). *Preparing teachers of English language learners*. Washington DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www.tqsource.org/publications/issuepaper_preparingELLteachers.pdf

3. Wright, D. (2008.) *Annual evaluation of teacher education faculty in the California State University system*. Long Beach, CA: Office of the Chancellor.

4. Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model*. Boston, MA: Allyn & Bacon.

Susan O'Hara, Ph.D., is executive director of the Center to Support Excellence in Teaching (CSET) at Stanford University. Robert Pritchard, Ph.D., is a professor of education in the Department of Teacher Education at Sacramento State University. Corresponding author's e-mail: pritchard@csus.edu

Table 1. Pre-Post Category Analysis Scores Split by Knowledge and Use

	Category 1: Instructional Strategies and Practices			Category 2: Assessing ELs		
	Pre (SD)	Post (SD)	t	Pre (SD)	Post (SD)	t
Know	3.20 (0.79)	3.80 (0.60)	5.98*	2.68 (1.00)	3.54 (0.81)	5.70*
Use	2.95 (0.85)	3.63 (0.60)	4.70*	2.12 (0.90)	3.15 (0.81)	5.95*
	Category 3: Legal and Ethical Issues			Category 4: Cultural Background/Social Integration		
	Pre (SD)	Post (SD)	t	Pre (SD)	Post (SD)	t
Know	3.60 (0.85)	4.00 (0.70)	3.70*	2.82 (1.01)	3.69 (0.82)	7.69*
Use	3.34 (0.92)	3.91 (0.61)	4.16*	2.47 (1.11)	3.20 (0.81)	6.47*

Note:

* $p < .003$, $N = 38$

The Development of a Framework to Integrate Content with ELP Standards

Lisa Tabaku and Betty Ansin Smallwood

Preparing teachers to provide effective language and content instruction to EL students is a challenge facing educators today, especially as the nation moves toward common standards for all students. There are few practical tools that help educators integrate state content with ELP standards to inform curriculum and instruction. With this in mind, the Center for Applied Linguistics (CAL) collaborated with two Maryland (MD) districts, Montgomery County Public Schools and Prince George's County Public Schools, to create a framework that integrates the state's ELP standards with the state's content standards. This article describes the framework using a sample developed for a social studies unit¹ (see Figure 1). The framework may be useful for pre-service teacher preparation programs that assist teacher educators in preparing teachers to differentiate instruction for ELs.

The Integration Framework

State Content Standards

The state content standards form the foundation of the framework. The content standard, topic, and indicator(s) appear at the top of the template, and the content knowledge and skills are the focus of instruction. The example provided in Figure 1 uses Political Science as the content standard.

Content Objectives and Content Area Vocabulary

The specific content objectives that correspond to the standards are identified after the topic and indicator and are followed by an identification of the content-area vocabu-

lary to be learned by *all* students (in the Figure 1 example, Declaration of Independence and Second Continental Congress). This vocabulary represents Tier 3 Vocabulary - infrequently used content-specific words. [1, 2].

ELP Standards, Indicators, and Objectives

With grade level and content-area teachers in mind, the four ELP domains or standards (Listening, Speaking, Reading, and Writing) were condensed into three: (1) Listening and Speaking, (2) Reading, and (3) Writing. Within each domain, the ELP indicators and objectives necessary for ELs to access the academic content objectives were selected from the state ELP standards. In the sample provided, the ELP standards are Listening and Speaking; Reading and Writing (not shown in Figure 1) use the same framework. For the Listening and Speaking domain, as shown, one of the indicators is "Comprehend and apply information presented orally." An ELP objective for the advanced level is: "Demonstrate aural comprehension of information, including the main idea and supporting details."

ELP Levels

With the focus again on the general education teacher, the framework uses three ELP levels—advanced, intermediate, and beginning—moving from the students closest to fluency (and thus closest to native speakers) to those with the least English-language proficiency. In some cases this may mean modifying the state's ELP levels to simplify

the use of the instrument. In MD, this meant combining the state's five ELP levels into three levels.

Language Demands

The framework goes beyond a simple integration of the content and ELP standards by adding the element of language demands that curriculum writers and teachers must take into consideration when planning lessons for ELs. The Language Demands section of the sample in Figure 1 includes the features of Additional Vocabulary and Language Structures.

The Additional Vocabulary section contains Tier 1 and Tier 2 vocabulary [1, 2]. Tier 1 vocabulary consists of basic, common, high-frequency words, and Tier 2 consists of lower-frequency words that may be unfamiliar to ELs but appear in various academic contexts. The Additional Vocabulary section is differentiated for the three ELP levels. The vocabulary often is repeated across domains. This has been done intentionally, keeping in mind that the best predictor of how well children learn a new word is the number of times they encounter and use the word meaningfully [3].

In developing the framework with MD schools, CAL asked writers of the exemplars to use actual texts and assessments from their districts to determine what additional vocabulary to include. In the sample, word families, such as "invent," "inventor," and "invention," as well as multiple-meaning words, such as "sign," are included. Teaching word families and the recognition of

Standard: Political Science

Grade Level: 5

Content Area: Social Studies

Topic: Individual and Group Participation in the Political System *Indicator:* Analyze how individuals' roles and perspectives shape the American political system.
CONTENT OBJECTIVES: Examine the contributions of people, such as James Madison, Thomas Jefferson, John Jay, and George Washington, associated with the drafting of the Declaration of Independence and the framing of the U.S. Constitution

CONTENT AREA VOCABULARY: Declaration of Independence, American Revolution, U.S. Constitution, Second Continental Congress, militia, treason, subject, citizen

ELP STANDARDS: LISTENING AND SPEAKING ELP INDICATORS

- Comprehend and apply information presented orally.
- Communicate academic information with clarity and fluency.

ELP OBJECTIVES

ADVANCED		INTERMEDIATE		BEGINNING
a. Demonstrate aural comprehension of information, including the main idea and supporting details. b. Retell events, stories, and experiences using simple to complex sentences.		a. Demonstrate aural comprehension of information, including the main idea and some supporting details. b. Retell events, stories, and experiences using simple, compound, and some complex sentences.		a. Demonstrate aural comprehension of information presented in simplified language, including the topic and some details. b. Retell events, stories, and experiences using pictures, words, phrases, and simple sentences.
Language Demands				
Add'l Vocab.	Lang. Structures	Add'l Vocab.	Lang. Structures	Lang. Structures
significance/ significant ally/alliance diplomat/ diplomacy negotiate/ negotiator/ negotiation parchment monarchy/ monarchy	Respond to and ask questions with varied sentence structures: "What is the significance of the Declaration of Independence?" Retell events using varied sentence structures: "While Benjamin Franklin was in Europe, he negotiated an alliance between the colonies and France."	pamphlet almanac inventor/invent/ invention politician/ politics/political survey/ surveyor document (n, v) plantation	Respond to and ask questions with simple to moderately complex sentence structures: "Why was the Declaration of Independence written?" Retell events using simple to moderately complex sentences: "Benjamin Franklin went to Britain to represent the colonies after he signed the Declaration of Independence."	Respond to and ask simple "wh" questions: "What did Thomas Paine write?" Retell main events using simple past tense sentences: "George Washington fought in the American Revolution."
Scaffolding Strategies/Accommodations		Scaffolding Strategies/Accommodations		Scaffolding Strategies/Accommodations
<ul style="list-style-type: none"> • Direct students to research, then create graphic organizers (e.g., using index cards, record facts and organize events) to prepare a skit about a historical figure. • Have students use a fill-in-the-blank viewing guide to capture main ideas and details from their classmates' presentations. 		<ul style="list-style-type: none"> • Provide students with graphic organizers (e.g., a timeline) to research and prepare a skit about a historical figure. • Have students use a question-and-answer viewing guide to capture main ideas and details they hear in their classmates' presentations. 		<ul style="list-style-type: none"> • Provide students with graphic organizers, including illustrations and labels (e.g., sequence of events chart), to prepare a skit about a historical figure. • Have students write main ideas and details as they listen to their classmates' presentations.

Figure 1. Sample of a completed template to integrate content area with ELP standards: Listening and Speaking
Note. Template used with permission of CAL, exemplar from Montgomery County Public Schools, MD

polysemous words are both important facets of teaching vocabulary to ELs [4].

The Language Structures section addresses the fact that the complexities of English language morphology and syntax may inhibit an EL's understanding of the academic content and the ability to produce language about the content [5]. Language structures have been identified for the three ELP levels and for each of the domains, as samples of what teachers might highlight to enable ELs to discuss, read, and write about the content topic. Language structures in Figure 1 include question formation and response, and sentence structures for retelling and sequencing historical events.

Scaffolding Strategies/ Accommodations

The final section of the sample describes scaffolding strategies and accommodations that classroom teachers may use to differentiate instruction for students at the various ELP levels and for each domain. In the sample, graphic organizers are used to scaffold the research and writing needed to prepare a skit; less support is provided to students at the advanced level, more support is provided to students at the beginning level.

Uses of the Framework

The primary function of the framework is to provide a practical tool for teachers to differentiate instruction and to integrate language with content objectives so that ELs can improve their academic language skills and master grade-level content. The framework has been an effective tool, with multiple uses and several audiences. For instance, it may be used by pre-service teacher preparation programs, curriculum developers, professional development specialists, and both ESOL and general classroom teachers to undertake the following activities:

- develop standards-based curricula, units, and lessons for ELs;
- provide guidance to classroom teachers for including language *and* content objectives in their instruction; and
- collaborate to provide effective instruction to ELs.

Conclusion

The MD teachers developed approximately 40 exemplars to serve as models for using the framework to differentiate instruction in general education classrooms.²

The work of CAL and two MD counties can serve as a model for other educators, including those who are just starting to work with ELs, to help them meet content-area standards and assessments.

Notes

1. A detailed description of this tool and exemplars are available on the Maryland State Department of Education website: www.marylandpublicschools.org/NR/rdonlyres/494C2E72-8C85-47C6-B2C4-E2363B81B026/19770/MCPS_Linking_Tool_093008.pdf
2. These exemplars were completed collaboratively by classroom teachers and ESL teachers after receiving training and feedback from CAL.

References

1. Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.
2. Calderon, M. (2007). *Teaching reading to English language learners, Grades 6-12*. Thousand Oaks, CA: Corwin.
3. McKeown, M.G., Beck, I. L., Omanson, R. C., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly, 20*, 522-535.
4. Kauffman, D. (2007). *What's different about teaching reading to students learning English?* Washington, DC: Center for Applied Linguistics.
5. Scarcella, R.C. (2003). *Accelerating academic English: A focus on the English learner*. Irvine, CA: Regents of the University of California.

Lisa Tabaku is the associate director and Betty Ansin Smallwood, Ph.D., is the director of CAL Solutions: PreK-12 ELL Education, Washington, DC. E-mails: ltabaku@cal.org and BSmallwood@cal.org



Did You Know?

The Office of English Language Acquisition (OELA) is hosting a pre-conference PD workshop at the 2012 National Science Teachers Association (NSTA) annual conference, *Supporting English Learners in Science: Strategies for Success*.

A major challenge for ELs in mastering science content is acquisition of the academic language reflected in science texts and other science instructional materials. The one-day workshop will feature classroom practitioners who will share effective science instructional practices for English Learners (ELs). There is no registration fee for this event.

Date: March 28, 2012 **Time:** 8:00 AM – 4:00 PM (Program begins promptly at 8:30 AM)

Location: Grand Ballroom IV, J.W. Marriott Hotel, Indianapolis, IN

For more information visit <http://www.ncela.gwu.edu/meetings/nsta2012/>

To Dance Vocabulary and Dramatize Comprehension: The Role of the Arts in EL Instruction

Kay Cowan and Sarah J. Sandefur

Over the past decade, our southeastern university has experienced EL increases in our partnership P-12 schools ranging from 200% to 400% [1]. In response to these increases, our faculty, in collaboration with area school systems, reviewed and then revised a conceptual framework for preparing pre-service teachers to address the academic language and content-area learning for the region's burgeoning EL population [2]. The revised framework, informed by research cited in IRA/NCTE's *Standards for the English Arts* [3], the *Reading First* program [4], and the *TESOL English Language Proficiency Standards* [5], places particular emphasis on the six language arts used in concert (listening, speaking, reading, writing, viewing, and performing), the five elements of comprehension (phonological awareness, vocabulary, phonics, fluency, and the use of metacognitive strategies). In addition, the framework emphasizes the theory and pedagogy of an arts-based approach that integrates music, visual art, movement/dance, and creative drama with literacy instruction to support development. This article will share an overview of the revised conceptual framework that guides language/literacy and content-based education course work in our teacher preparation program. We also offer a justification for arts inclusion in the framework and examples of implementation of the revised framework.

Why the Arts in EL Instruction?

The arts promote engagement and give the EL an alternative means of communication [6, 7]. Art forms serve as a "universal language," positioning learners to understand across cul-

tures and socioeconomic groups [7]. Art forms also encourage the learner to visualize, connect to schema, and to demonstrate their understandings nonverbally, all of which can be evaluated by the teacher. Moreover, the various art forms connect learners to their affective responses, which has been shown to increase knowledge retention, support comprehension, and enhance student performance across disciplines [6, 7, 8, 9].

Implementing the Framework into Our Teacher Education Program

To ground our pre-service teachers in best practices pedagogy informed by the revised framework, faculty members demonstrate and help prospective teachers prepare arts-integrated lessons. From these lessons, our teacher candidates observe the ease with which an arts-based lesson may be used to address multiple learning domains [10]. They discuss and observe the power of the arts to support cognitive learning through the affective, psychomotor, and socialization domains. They also experience the efficiency of the arts to address multiple standards in one class session.

In one such lesson demonstrated in a first-grade inclusion classroom, the teacher used mini-dramatizations to support vocabulary development. She read *When Sophie Gets Angry* [11] and began her lesson with a picture walk and brief discussion of vocabulary in the text. As she read, first graders dramatized vocabulary such as *angry*, *annoyed*, and *excited*. During and after the presentations, first graders talked about the words and how each made them feel. This

lesson provided a language-rich discussion that allowed EL students to see or visualize the vocabulary. Student understanding was further strengthened through connections to the affective, psychomotor, and socialization learning domains. In a different inclusion classroom, a faculty member read *Mirandy and Brother Wind* [12] and used dance and movement to support vocabulary development. Each of these lessons also supported the student's ability to visualize, which is a critical metacognitive strategy.

In yet another lesson in this school, multiple metacognitive strategies were taught or reviewed with a reading of *Owl Moon* [13]. Visualization was a first and major focus of instruction, so there was no picture walk before reading. Rather, students were asked to create their own images as they heard the text and to draw and color their images for presentation to the class. The instructor stopped periodically while reading to allow students to complete their drawings and discuss the story. When they completed the story, she asked students to place their favorite image at the top of their collection. Students then came forward and arranged their drawings in sequential order. When they had disagreements, the instructor reread sections of the text and discussed it with them. After students had sequenced their drawings successfully, they were asked to arrange them on a plot line. The concept of climax was discussed, and students determined which drawing captured the climax. Students also used their drawings to discuss character, plot, and setting.

Each of these arts-integrated lessons addressed literacy development through multiple learning domains. Similarly, the lessons encouraged visualization and supported ELs by creating a natural setting for language-rich discussions—discussions marked by an energetic exchange between *all* students in the classrooms.

A Conceptual Framework to Restore Multi-dimensional Learning and AccELLerate Performance

To prepare our pre-service teachers to address the needs of all P-12 students effectively, our faculty revisited the various programs of study, each grounded in the interplay of the six language arts and the five elements of comprehension. We determined that our prospective teachers would be positioned to address the needs of ELs more effectively by adding a stronger emphasis on arts-integrated instruction. We therefore revised our teacher education coursework to be more richly inclusive of music, visual art, movement/dance, and creative drama within language/literacy instructional practices, and we more purposefully integrated best practices research with EL instruction.

This blending of scientific literacy research with proven arts-based literacy instruction now supports our pre-service teachers and the academic performance of our region's ELs. Our region's education report card indicates that teachers being prepared by our program are moving all students, including ELs, toward improved performance in reading on standardized state tests. This past year, we began a self-study to assess our graduates' preparedness to meet the needs of diverse language learners. Student teachers, their faculty mentors, and supervising teachers complete detailed questionnaires

about our graduates' preparedness to serve all students. Preliminary analysis of these data indicates that the integration of arts-based instruction in teacher preparation supports P-12 student learning.

Findings from the region's report card, as well as analysis of qualitative data from our self-study, affirm the changes we have made in our framework. Addressing language and concept development through an arts-integrated approach positions the EL to express him/herself visually and allows the teacher to build from this understanding to support language and concept development. The approach, moreover, encourages student engagement and supports performance. We hope, therefore, that P-12 teachers and researchers take a more serious and critical look at the role of the visual and performing arts in language and literacy development, and the effect of this approach on student performance across content disciplines.

References

1. Payan, R. & Nettles, M. (2007). *Current state of English-language learners in the U.S. K-12 student population*. Princeton, NJ: Educational Testing Service. Retrieved from http://www.ets.org/Media/Conferences_and_Events/pdf/ELLSymposium/ELL_factsheet.pdf
2. Zhao, Y. (2002). *US struggling with a shortage of bilingual teachers*. Retrieved from <http://www.deseretnews.com/article/929658>
3. Standards for the English Language Arts (1996). Newark, DE: International Reading Association.
4. Reading First (2009). *No Child Left Behind: A Toolkit for Teachers Teaching English Language Learners*. Retrieved from <http://www2.ed.gov/teachers/nclbguide/nclb-teachers-toolkit.pdf>
5. Gottlieb, M., Katz, A., & Ernst-Slavit, G. (2009). *Paper to practice: Using the TESOL English language proficiency*

standards in PreK-12 Classrooms. Alexandria, VA: Teaching English to Speakers of Other Languages (TESOL).

6. Cowan, K. & Cipriani, S. (2009). Of water troughs and the sun: Developing inquiry through analogy. *Young Children*, 64(6), 62-67.
7. Cowan, K. & Albers, P. (2006). Semiotic representations: Building complex literacy practices through the arts. *The Reading Teacher*, 60(2), 124-137.
8. Cowan, K. (2011). Unpublished dissertation: *The visual-verbal connections of literacy: An examination of the composing processes of the fifth- and sixth-grade student*. Atlanta, GA: Georgia State University.
9. Sadoski, M. & Paivio, A. (1994). A dual coding view of imagery and verbal processes in reading comprehension. In R.B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical Models and Processes of Reading* (4th ed.), pp. 582-601. Newark, DE: International Reading Association.
10. Vermunt, J. (2005). Relations between student learning patterns and personal and contextual factors and academic performance. *Higher Education*, 49(3), 205-234.
11. Bang, M. (1999). *When Sophie Gets Angry*. New York, NY: The Blue Sky Press.
12. McKissack, P. (1988). *Mirandy and Brother Wind*. New York, NY: Alfred A. Knopf.
13. Yolen, J. (1987). *Owl Moon*. New York, NY: Philomel Books.

Kay Cowan, Ph.D., is an associate professor of literacy instruction and Sarah J. Sandefur, Ph.D., is professor of language and literacy at the University of Tennessee at Chattanooga. E-mails: kay-cowan@utc.edu and sarah-sandefur@utc.edu



Developing Pre-Service Teachers' Cross-cultural Communicative Competence

Abdelilah Salim Sehlaoui

In order to teach and empower culturally and linguistically diverse (CLD) students effectively, pre-service teachers need to possess critical cross-cultural communicative competence (CCCC) that includes linguistic, sociolinguistic, strategic, and discourse competences and is based on a critical conceptualization of culture. Culture is defined as a dynamic process within a given social context (e.g., language classroom) in which each individual engages in a constant struggle for representation [1]. CCCCC includes a critical pedagogical competence (CPC) that refers to teachers' ability to speak *the language of critique*, to defend what they are doing in their classroom pedagogically [2], and *the language of possibility*, to connect what they teach and how they teach it to the sociocultural context of their students, and to develop and help their students develop critical thinking skills, analysis of alternative viewpoints, and social action skills [3, 4, 5].

The following vignette of a teacher of CLD students is an example of such a critical pedagogical approach.

The teacher comes in and greets her class of kindergartners. "Good morning class!" "How are you today?..." "Class, do you see anything wrong in this classroom?," the teacher asked. "Yes!", one student replied. The little one observed that one of the legs of the teacher's desk was broken. Actually, this teacher tried to get her school administration to do something about it, but it was in vain. Today she decided to use a critical pedagogical approach to teaching literacy to address this problem. She asked the students to observe, illustrate, and document the problem using their invented spelling and emergent literacy skills. The teacher applied the writing process approach and the scientific method to involve her English learners in authentic learning. She guided them through the stages of the approach (from the pre-writing, to the drafting, going through the revising and getting to the final stage, publishing). The kindergartners got together and worked on a report using their beautiful emergent literacy skills. They also used the scientific method. They went from observing and collecting data, to analysis of data, interpretation of the data, and conclusions. To publish their neat reports, the teacher sent copies of these reports to the parents, some community businesses, and the principal. among other audiences. [1, p. 12]

The teacher spoke the language of possibility and managed to change and improve her context. She received a very good response and not only had her desk fixed but received new classroom furniture, richer language instructional materials, computers, and much more. When her principal called her to the main office, she also was able to speak the language of critique—i.e., she defended herself pedagogically.

This scenario illustrates how a critical-incident and critical-pedagogical approach can be used to empower language learners regardless of their educational level or purpose for learning a language. This kind of pedagogy is based on a dialogical and sociocultural theory (DSCT) of second language acquisition [6], that has been applied as an instructional approach in which students of language interact in their social contexts and use language meaningfully for real purposes to express their authentic voice. It also shows this teacher's mastery of the content and pedagogical knowledge, skills, and dispositions required to teach effectively and communicate *critically and cross-culturally* with diverse individuals and groups of people: CLD students, peers, administrators, parents, and members of the community at large [1].

Professionals who possess a critical cross-cultural communicative competence and are able to use critical pedagogical approaches to empower themselves and their CLD students will have a strong effect on the academic achievement of their students and will help build a society that better serves the interests of all groups of people [7].

References

1. Sehlaoui, A. S. (2011). *Developing ESL/EFL teachers' crosscultural communicative competence: A research-based critical pedagogical model*. New York, NY: Lambert Academic Publishing.
2. Giroux, H. (1992). Critical literacy and student experience: Donald Graves' approach to literacy. In P. Shannon, (Ed.), *Becoming political: Readings and writings in the politics of literacy education*. Portsmouth, NH: Heinemann.
3. Aronowitz, S. & Giroux, H. A. (1993). *Education still under siege* (2nd ed.). South Hadley, MA: Bergin & Garvey.
4. Goodman, J. (1995). Change without difference: School restructuring in historical perspective. *Harvard Educational Review*, 65, 1-29.
5. Grant, C. & Sleeter, C. E. (2011). *Doing multicultural education for achievement and equity* (2nd ed.). New York, NY: Routledge.
6. Johnson, M. (2004). *A philosophy of second language acquisition*. New Haven, CT: Yale University Press.
7. Sehlaoui, A. S. & Albrecht, N. (2008). A collaborative professional development teaching model: Supporting academic excellence for limited English proficiency students. *The International Journal of Learning*, 15(10), 175-182

Abdelilah Salim Sehlaoui, Ph.D., is professor of TESOL and applied linguistics and the director of the TESOL Program at Emporia State University. E-mail: asehlaou@emporia.edu

Pedagogic Identity Development of Two ESOL Pre-Service Teachers Participating in Simulated Instruction of a Level 2 EL

Rebecca J. Blankenship

The purpose of this article is to report the findings of an exploratory case study in which two pre-service teachers (“Abby” and “Isabel”) seeking an ESOL endorsement experienced change in their pedagogic identities after interacting with a Level 2 EL in an avatar-based¹ multi-user virtual environment (MUVE) called Second Life [1].

Research indicates that most professional training opportunities in the U.S. promote isolationism resulting in limitations on the ability of a teacher’s professional identity to develop [2], making teachers the *object* (constrained pedagogic identity) rather than the *subject* (liberated pedagogic identity) of their institutional settings [3]. A teacher’s pedagogic identity becomes objectified such that any independent expressions of professional knowledge are perceived as deviating from institutional norms. Instead of being active participant-owners of their pedagogic growth and development, teachers become cognitively isolated and passive [4, 5]. In order for a learner to become self-regulated, knowledge must be jointly constructed [6] so that higher mental functioning proceeds from the interactions between the novice and master; self-regulation can be achieved in a dialogically collaborative setting [7, 8, 9].

Prior to the sessions with the EL, the pre-service teachers created thematic units based on significant episodes in the history of the U.S. From

these units, the pre-service teachers chose specific events and created lessons about them, with ESOL modifications. After creating the lessons, the teachers met with the EL in Second Life using their avatars. The teachers asked a series of questions about their topics and applied the appropriate ESOL modifications as needed for comprehension. They worked in groups of three and each teacher had a different role. Abby and Isabel were the primary interlocutors in their groups. By situating the interaction within Second Life, Abby and Isabel were able to interact with the third team member and with the ESOL course instructor without the EL student being aware of these interactions. The experience was thus less intimidating for the EL student than a real-life experience with four adults in a classroom might have been.

Abby interacted directly with the ESOL course instructor and the level 2 EL. Because her group was the first to interact with the student and because this was the first time that Abby and the EL student had used Second Life, her course instructor suggested that she first establish a rapport with the EL in order to facilitate future interactive experiences. Abby used her instructional time to communicate with the EL student regarding her personal life. After so doing, EL student was less anxious, and Abby’s group was able to complete their lesson.

Abby received direct, linear scaffolding from the course instructor to the point of implementing his suggestions almost word for word. This scripting was characteristic of the process-outcome, linear approach characteristic of the traditional student-teacher relationship [10, 11]. Consequently, shared constructed experience was limited in Abby’s interactions, thereby maintaining her position as the (institutionally controlled) object of her experience. This linear approach did not mean that Abby’s experience was not transformative. The ESOL course instructor’s approach, although indicative of the traditional relationship, would be considered a partnered relationship [12, 13]. A partnered relationship is particularly important when implementing new technologies in a conventional classroom setting. The partnering relationship becomes critical in that it enables the teacher to envision how a technology might be applied to a particular lesson, as well as the implications of using such a technology in the future. It is at this point that the information about the technology can be stored and then cognitively unpacked during future instruction [7]. Thus, by the end of her instructional session with the EL, Abby was able to unpack both her existing and newly acquired technical skills in order to implement the ESOL modifications with the EL. By contrast, Isabel’s experience was more iterative in terms of her interactions with the ESOL course instructor and the EL. While the

student was more at ease conversing with Isabel, her responses, toward the end of the interaction, became truncated and she grew quiet. Isabel's instructor suggested she switch from the lesson back to more personalized conversation, at which time the EL began to converse again. However, even though she did implement the suggestions offered by the course instructor, much of her instruction was independent of his suggestions. Thus, Isabel experienced less constrained interactions than did Abby.

Although they experienced varying levels of self-regulated transformations, both teachers transitioned from the pedagogic objective to the pedagogic subjective by means of their interactive collaborative dialogues. Using an avatar-based MUE for the interactions among the pre-service teachers and the EL gave the teacher candidates the opportunity to go beyond *what is expected* with traditional face-to-face training with ELs to *what is transformative* in a more realistic setting and allowed them to become the subjects of their professional identity.

Conclusion

This study suggests that using MUEs like Second Life for pre-service teacher training holds much promise. Teacher trainers could create a simulated classroom involving ELs with varying ESOL challenges similar to an actual classroom setting, in which the pre-service teachers could practice micro-teaching lessons. They could discuss their experiences with ELs in a separate classroom created for their interactions with each other. Second Life has features that enable the avatars

to use interactive whiteboards and upload documents and presentations as well. Also, trainers could invite in-service teachers to interact with the pre-service teachers and observe them in the micro-teaching sessions with the EL for later suggestions. It would be anticipated that the growth of the teacher as the pedagogically liberated subject of his/her instructional identity would be facilitated through such collaborative dialogic engagements.

Note

1. An "avatar" is the digital representation of the self [13] and is used to interact in multi-user virtual environments (MUEs) such as Second Life.

References

- Linden Labs. (2011). Second Life (Version 1.2) [Computer software]. San Francisco: Linden Labs.
- Shulman, L. S., & Hutchins, P. (2004). *Teaching as community property: Essays on higher education*. San Francisco: Jossey-Bass.
- Freire, P. (1990). *Pedagogy of the oppressed*. New York: Continuum.
- Freeman, D. A. (1996). Renaming experience/reconstructing practice: Developing new understandings of teaching. In D. A. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 221-241). Cambridge, UK: Cambridge University Press.
- Kaplan, A. (1997). Work, leisure, and the tasks of schooling. *Curriculum Inquiry*, 27, 423-451.
- Vygotsky, L. S. (1978). Interaction between learning and development. In L. S. Vygotsky, M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in Society: The development of higher psychological processes* (pp. 79-91). Cambridge, MA: Harvard University Press.
- Bakhtin, M. M. (2006). *The dialogic imagination: Four essays*. Austin, TX: University of Texas Press.
- Erben, T. (1999). Constructing learning in a virtual immersion bath: LOTE teacher education through audiographics. In R. Debski & M. Levy (Eds.), *WorldCALL: Global perspectives on computer-assisted language learning* (pp. 229-248). Lisse, Netherlands: Swets & Zeitlinger.
- Wertsch, J. V. (1991). *Voices of the mind: Sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.
- Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and teaching theories and practice*, 9, 213-238.
- Johnson, K. E. (1997). Comments on Karen E. Johnson's "The role of theory in L2 teacher education": The author responds. *TESOL Quarterly*, 31, 779-782.
- Prensky, M. (2010). *Teaching digital natives: Partnering for real learning*. New York: Corwin Press.
- Rosen, L. (2010). *Rewired: Understanding the i-generation and the way they learn*. New York: Palgrave Macmillan.
- Kim, Y. (2005, July). *Pedagogical agents as learning companions: Building social relations with learners*. Paper presented at the 12th International Conference on Artificial Intelligence in Education, Amsterdam, Netherlands.

Rebecca J. Blankenship, Ph.D., is a world language instructor in Hillsborough Public Schools, Florida. E-mail: rebecca.blankenship@sdhc.k12.fl.us



WILD about Dual-Language Workshop: Pairing Monolingual and Bilingual Pre-Service Teachers

Kimberley Kennedy Cuero, María Arreguín-Anderson, and Esther Garza

In most university teacher-preparation programs, pre-service teachers learn that children acquire academic concepts more easily when the instruction delivered is comprehensible [1]. They also are likely to hear that students can learn more effectively when teachers use techniques and strategies that take into account their varying levels of English language development [2]. In practice, however, pre-service teachers struggle and are not always able to “act upon different ways of thinking, doing, and talking as called for by changing contexts” [3, p. 2]. Preparing pre-service teachers to serve linguistically and culturally diverse students appropriately is a complex task. Pre-service teachers are required to master not only content, but also linguistically responsive pedagogies that ensure academic success for all students. In this article, we present recommendations for preparing pre-service teachers to work with ELs based on results of a study in which teacher educators exposed 60 monolingual and bilingual elementary pre-service teachers to a linguistically accommodated environmental-education workshop as part of their elementary science methods course.

Typically, this all-day environmental education training using the Project WILD curriculum is presented solely in English. We designed each activity to alternate the language of instruction between English and Spanish. This dual-language format presented challenges for all of the participants in two distinct ways. Half of the participants, who were mostly monolingual English speakers studying to be generalist elementary teachers, experienced linguistic and affective challenges when content and tasks were presented in Spanish. The other half of participants, who were seeking bilingual certification, experienced linguistic and pedagogical challenges because they were not only responsible for their own learning of the environmental education curriculum, but also partly responsible for scaffolding content for their generalist partner throughout the day. Findings indicate that participants’ attitudes towards this type of experience ranged from hesitancy and resistance to empowerment.

Based on our findings, we offer the following recommendations for preparing pre-service teachers to work with ELs.

1. Integrate issues related to ELs throughout pre-service teachers’ programs of study, such as the science methods course in which this Project WILD workshop took place. So often, issues related to ELs are relegated to “diversity” courses or taglines to other course content.
2. Second, create authentic opportunities for pre-service teachers to experience linguistic dissonance in a scaffolded and nurturing environment. That way, they do not just hear about modifying and differentiating for different types of learners, but they experience these strategies first hand. They also have a better grasp of theoretical concepts in second-language acquisition such as *affective filter*, *comprehensible input*, and *cognitive load*.
3. Model concrete ways that pre-service teachers can accommodate ELs in their future classrooms. As a result of incorporating many SSL (Spanish-as-a-second-language) strategies throughout the workshop, the pre-service teachers who participated in the workshop readily identified a number of ESL strategies like using realia, gestures, pictorial and graphic representations, cognates, Total Physical Response activities, and monolingual-bilingual student pairs.

Despite encountering challenges and varying attitudes, our pre-service teachers benefitted from this unique dual-language workshop. We look forward to offering future Project WILD workshops using a dual-language format and identifying other meaningful experiences as we prepare teachers for their future linguistically rich classrooms.

References

1. Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York, NY: Longman.
2. Echevarria, J. & Graves, A. (2003). *Sheltered content instruction: Teaching English-language learners with diverse abilities*. Boston, MA: Allyn and Bacon.
3. Vasquez, O. A. (2003). *La Clase Magica: Imagining optimal possibilities in a bilingual community of learners*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kimberley Kennedy Cuero, Ph.D., is an associate professor in the area of literacy and reading and María Arreguín-Anderson, Ed.D., is an assistant professor in early childhood and elementary education at The University of Texas at San Antonio (UTSA). Esther Garza, Ph.D., is an assistant professor in the area of bilingual education at Texas A&M University-San Antonio. Corresponding author’s e-mail: kimberley.cuero@utsa.edu



Teacher Educator Reflections: The Power of Intercultural Interactions

Cynthia B. Elliott and Wendy Jacocks

In our increasingly diverse communities and classrooms, intercultural communication is essential for effective teachers of ELs. Teacher preparation programs should foster the knowledge, skill, and disposition of pre-service teachers to develop their intercultural competence so they will meet the needs of learners from various cultural backgrounds better [1]. As PK-12 student populations become more diverse, in-service and pre-service populations appear to be less effective, regardless of the multicultural courses that are required in teacher preparation programs [2]. In order to determine how teacher preparation programs can prepare teacher candidates for diversity in their own classrooms better [3], our early childhood education (ECE) PK-3 certification program requires that all ECE teacher candidates observe and interact with 20 four-year-old children in a dual-language (50% English/50% Spanish) preschool class field experience. This is in addition to the requirement that they complete two thirty-hour block experiences with preschool and kindergarten children.

The field experience was scheduled initially for four candidates to spend approximately three hours in observation of and interaction with children during Circle Time, Center Time, and Outdoor Learning Time. This has since evolved into two three-hour requirements throughout the semester, with one visit as an observation and another visit for the implementation of a planned lesson. This program is the first to set up a collaboration among a university, a school district, and a Head Start grantee in Louisiana, where greater numbers of ELs arrived after Hurricane Katrina.

A modified version of Neuliep's *Intercultural Willingness to Communicate Scale* [4] was used to measure the teacher candidates' willingness to teach and talk to a child whose linguistic and cultural backgrounds were different from theirs. Approximately 50% of the teacher candidates expressed mixed feelings or negative dispositions prior to the required field experience in the dual-language preschool classroom, but in the end the diversity perceptions of candidates changed. Teacher candidates' post-scores indicated much more willingness to talk to a child who speaks English as a second language or is from a different culture, and to teach a child who is from another country or culture.

Within 48 hours of completing the field experience, teacher candidates were required to write a narrative summarizing their observations, reflections, and analysis [5]. We noticed three predominant themes in these narratives: 1) awareness and appreciation of the dual-language program, 2) appreciation of linguistic and cultural diversity, and 3) greater sense of self-efficacy. When asked how the field experience most affected their professional growth and development, several indicated that they would like to learn Spanish or another new language and had a preference for teaching in a dual-language classroom. Over half stated that they would enjoy working with ESL students in the future.

The overwhelmingly positive response voiced by teacher candidates regarding their experiences in a dual-language preschool classroom highlights the importance of well-structured, interactive, and meaningful field experiences. Diverse settings can have a positive effect on teacher candidates' perceptions of many aspects of diversity and intercultural competence—well beyond the multicultural foundations course [6].

References

1. DeJaeghere, J. D. & Zhang, Y. (2008). Development of intercultural competence among U.S. American teachers: Professional development factors that enhance competence. *Intercultural Education*, 19(2), 255-268.
2. Hill-Jackson, V. (2007). Wrestling whiteness: Three stages of shifting multicultural perspectives among white pre-service teachers. *Multicultural Perspectives*, 9(2), 29-35.
3. Trent, S. C., Kea, C. D., & Oh, K. (2008). Preparing pre-service educators for cultural diversity: How far have we come? *Exceptional Children*, 74(3), 328-350.
4. Neuliep, J. W. (2006). *Intercultural communication, a contextual approach* (3rd ed.). Thousand Oaks, CA: Sage.
5. National Board for Professional Teaching Standards. (2002). *What teachers should know and be able to do*. Arlington, VA: Author. Retrieved from http://www.nbpts.org/UserFiles/File/what_teachers.pdf
6. Pope, J., & Wilder, J. (2005). Now that I'm out in the field: Student teaching and valuing diversity. *Journal of Instructional Psychology*, 32(4), 322-328.

Cynthia B. Elliott, Ph.D., is the Interim Department Head for the Department of Teaching and Learning and Wendy Jacocks is an instructor in the Early Childhood Education program at Southeastern Louisiana University. Corresponding author's e-mail: celliot@selu.edu

Rethinking Pre-service Teacher ESOL Preparation

Laureen Fregeau and Robert D. Leier

Our earlier *AccELLerate* article [1] identified 16 content knowledge and skill areas, or fundamentals, in which mainstream teachers need to be prepared to teach ELs successfully. This article examines the preparation currently provided to teachers in our local school system and compares that with the 16 fundamentals. We follow with revisions that were made to our pre-service teacher preparation programs to prepare future teachers better for work with ELs in their mainstream classrooms.

Convinced that we needed to improve the preparation of pre-service teachers to educate ELs, we examined responses from 53 randomly selected, local mainstream classroom teachers (the majority of whom have attended one of our universities' teacher-preparation programs), to an open-ended question about what they do in the event an EL is placed in their classroom. We then placed responses into the 16 fundamentals categories. We found that significant information that mainstream teachers *should* know in order to teach and assess ELs successfully was absent from the data. Either the teachers had not received adequate training or they were not following the instruction they had received. This is demonstrated below, with the 16 fundamentals grouped by focus area.

Language

- *Language acquisition stages.* Most teachers, even those who had some training to work with ELs, did not mention language learning stages [2]. None of the study participants mentioned expecting

ELs to go through a Silent Stage [3].

- *Applied linguistics applications.* With two exceptions, teachers did not mention using or needing knowledge of applied linguistics such as transfer errors, overgeneralization, and second language acquisition stages [4].
- *BICS and CALP.* Most teachers did not mention any understanding or application of the theories of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) [5].
- *First and second language acquisition.* None of the teachers differentiated between first and second language acquisition [3].

Culture

- *Cultural adaptation and culture shock.* Attention to cross-cultural issues and culture shock were rarely mentioned by teachers. It was assumed that the EL would assimilate into the school culture as quickly as possible without assistance.
- *Inclusion of ELs in classroom and school culture.* Most teachers did not realize that ELs feel alienated, especially when they are isolated from peers of their linguistic and cultural background [6].
- *Learning styles and culture.* The concept of using culturally specific learning styles was mentioned infrequently, even by the teachers who indicated they had classes or assistance on how to teach and assess ELs.
- *EL parent involvement.* Few teachers expressed the importance of communicating with the parents of ELs, though some had

made the effort to send home information in the parents' native language or to find a translator for parent-teacher meetings [2].

Policy

- *Laws and policies governing EL education.* Although a few teachers knew that a student could not fail because of limited English ability, teachers did not mention other legal issues such as servicing and assessing the progress of the EL on a yearly basis to show progress in language and content areas.
- *ELs' juxtaposition to special education.* Some teachers viewed ELs as "disabled" (needing special education accommodations); this label could hold back their academic progress.[7]
- *Consequences of linguisticism on EL learning and retention.* None of the teachers mentioned linguisticism (discrimination based on language) and its effect on the education of ELs. [7]
- *Negative attitudes of having ELs in the classroom.* With only a few exceptions, teachers did not indicate that working with ELs would be rewarding, but rather implied that it was a problem to be solved.

Teaching

- *Scaffolding new content using ELs' cultural knowledge.* Only one teacher indicated that class participation depended not only on language proficiency, but also on the inclusion of the EL students' cultural schema. Few teachers mentioned scaffolding to connect content to the culture and background knowledge of the ELs [2].

- *Make input more comprehensible:* Few teachers mentioned the use of visuals such as photos, pictures, illustrations, graphs, charts, graphic organizers, and even gestures to augment comprehension.
- *Appropriate translation services.* Teachers did not express awareness of pre-translated letters and forms available to them through TransAct Library (online language translation of school forms).
- *Include both content and language objectives when planning lessons.* With one exception, teachers did not mention the need to include both language objectives and content objectives in lesson plans for ELs [8].

Revisions to Our Pre-service Teacher Preparation

Effective teachers of ELs must, first and foremost, develop dispositions that lead them to *believe* they should provide an equitable education for ELs. This is a challenge in a state that recently passed the toughest anti-immigrant legislation in the country. Our teacher-education faculty must develop the same dispositions. Action taken to improve the disposition of teacher-education faculty included a series of presentations by immigrants who told their stories and then answered faculty questions. This approach was effective in developing empathy toward immigrant ELs. Faculty and students also were provided with a series of interactions with educators from schools in immigrant home countries. Faculty and students developed knowledge of immigrants' culture and background knowledge.

Activities exposing pre-service teachers to ELs in local communities and school systems now include an in-person interview with an EL and shadowing an ESOL teacher for a portion of their field experiences. Consequences of linguisticism are ex-

plored through immersion role-plays in bilingual settings.

One course covers: pre-service teacher knowledge concerning language acquisition stages, BICS and CALP, inclusion of language objectives in lesson plans, legal issues, learning styles and culture, language translation services and the need to provide ELs' parents with information in their home language, cross-cultural issues and acculturation, and the use of cultural schema and prior knowledge to scaffold lessons for ELs. Students in this course explore ESOL lessons and approaches on the web and develop EL accommodations that address the four language domains for an already-existing lesson plan.

The following additional revisions to our pre-service teacher preparation are needed:

- Preparation to work with ELs should be incorporated across the curriculum and addressed in each course;
- More faculty development on the instructional and assessment needs and requirements of the EL population;
- More cross-cultural experiences for faculty, staff and students; and
- The provision, by instructors, of accurate policy information regarding the service of the EL population in their area.

References

1. Leier, R. & Fregeau, L. (2010). Sixteen fundamentals for every successful teacher of ELLs. *AccELLerate!* 2(2), 22-23.
2. Seungyoun, L., Butler, M. & Tippens, D. (2007). A case study of an early childhood teacher's perceptions on working with English language learners. *Multicultural Education*, 51 (1), 43-49.
3. Krashen, S. (1981). Bilingual education and second language acquisition theory. In Office of Bilingual Bicultural Education (Eds.). *Schooling and language minority students: A theoretical framework*. Los Angeles: California State University.
4. Brown, D. (2007). *Principles of lan-*

guage learning and teaching (5th ed). New York: Pearson.

5. Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121-129.
6. Derwing, T., DeCorby, E., Ichikawa, J., & Jamieson, K. (1999). Some factors that affect the success of ESL high school students. *Canadian Modern Language Review*, 55 (4), 532-548.
7. Nieto, S. (2004). *Affirming diversity* (4th ed.). New York, NY: Pearson.
8. Cline, Z. & Necochea, J. (2003). Specially designed academic instruction in English (SDAIE): More than just good instruction. *Multicultural Perspectives*, 5(1) 18-24.

Laureen Fregeau, Ph.D., is an associate professor in professional studies at the University of South Alabama and Robert D, Leier, Ph.D. is an assistant professor in curriculum and teaching and graduate ESOL programs coordinator at Auburn University E-mails:

lfregeau@usouthal.edu and rdl0002@auburn.edu

The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) is funded by the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA) and is operated under contract No. ED-04-CO-0094 by The George Washington University, Graduate School of Education and Human Development. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Education, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This material is located in the public domain and is freely reproducible. NCELA requests that proper credit be given in the event of reproduction.

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA)
2011 Eye St., NW, Suite 300
Washington, DC 20006
Phone: 202.467.0867 or 1.800.321.6223
Fax: 202.467.4283 or 1.800.531.9347
E-mail: askncea@gwu.edu
www.ncelea.gwu.edu