Colorado Adult Education Professional Association (CAEPA)

Imagine the Possibilities
Colorado Springs, Oct. 17&18, 2013

Oh, The Possibilities: ESL & Adult Education

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Imagine the Possibilities

- … if we all understood ESL just a little better.
- What would the positive outcomes be?
- Would students finish their GED?
- Would students move on and move up?

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The purpose of this presentation is to look at the *possibilities*, *principles,* and *practices* of Adult Education and ESL. The presenter will share 4 guiding principles, 8 classroom practices, and one story about how we get a new language.

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Our Purpose

To improve our pedagogical skills in the area of language acquisition by answering the following questions.

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Questions for Us

- What do we know? (the basics)
- How do we get another language?
- What are the benefits?
- Who can do it?
- How do we do it?
- Why do we do what we do?

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But, First …
Principles & Practices

4 Principles (5 Other Principles)

10 Practices

4 More Practices

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Principles

- Meaningful
- Purposeful
- Relevant
- Respectful

- These principles are taken from the work of Ken and Yetta Goodman of the University of Arizona.
- James Cummins' 5 principles can be found at http://www.pearsonglobalschools.com/index.cfm?locator=PS1nU5

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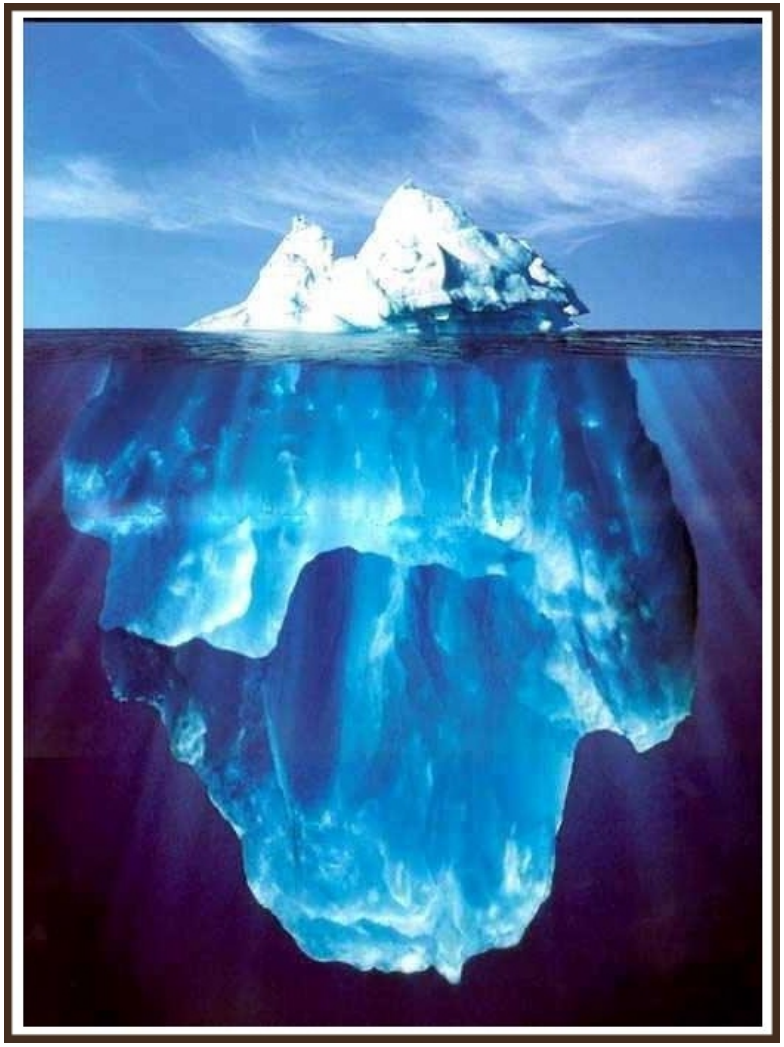
An Iceberg



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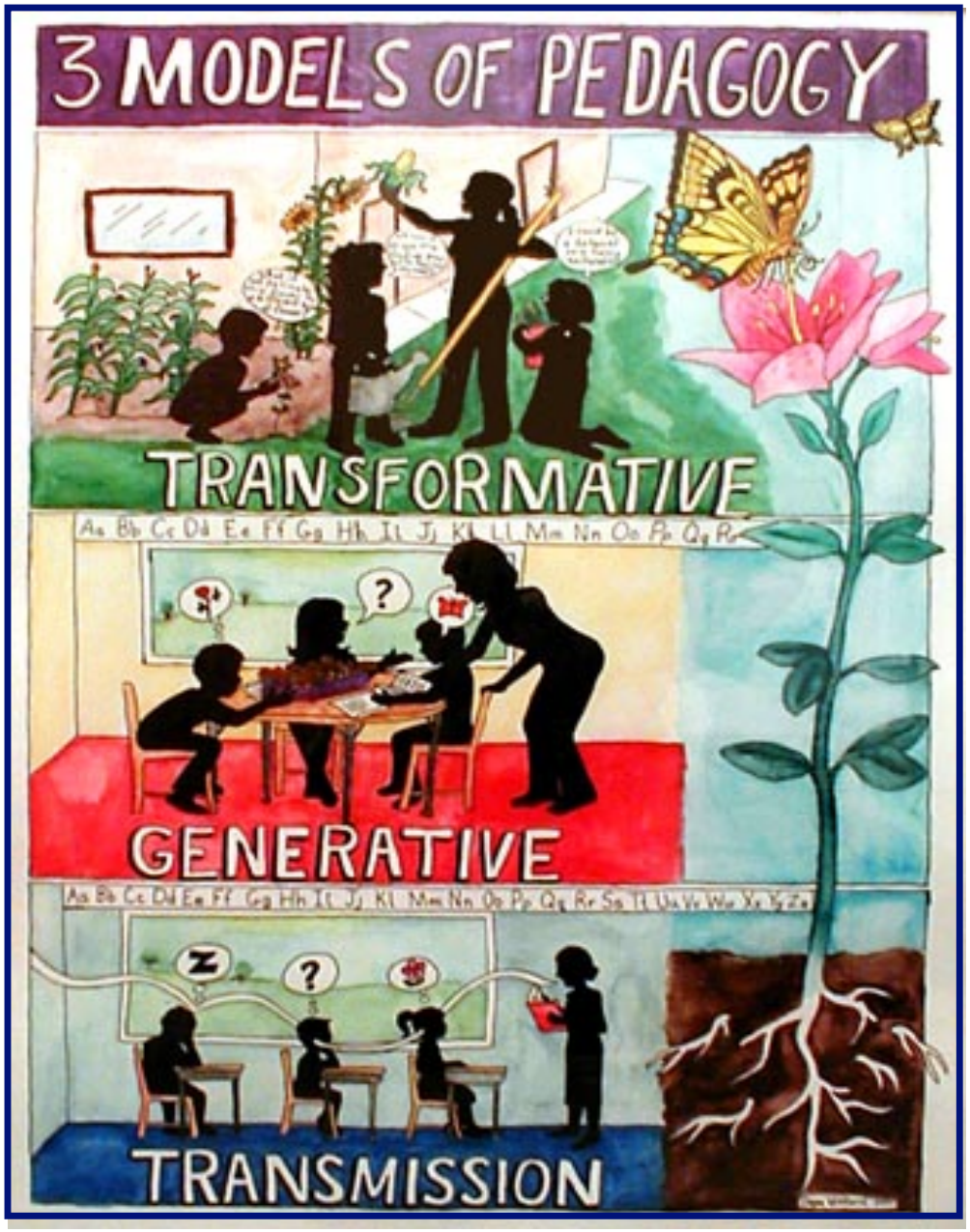

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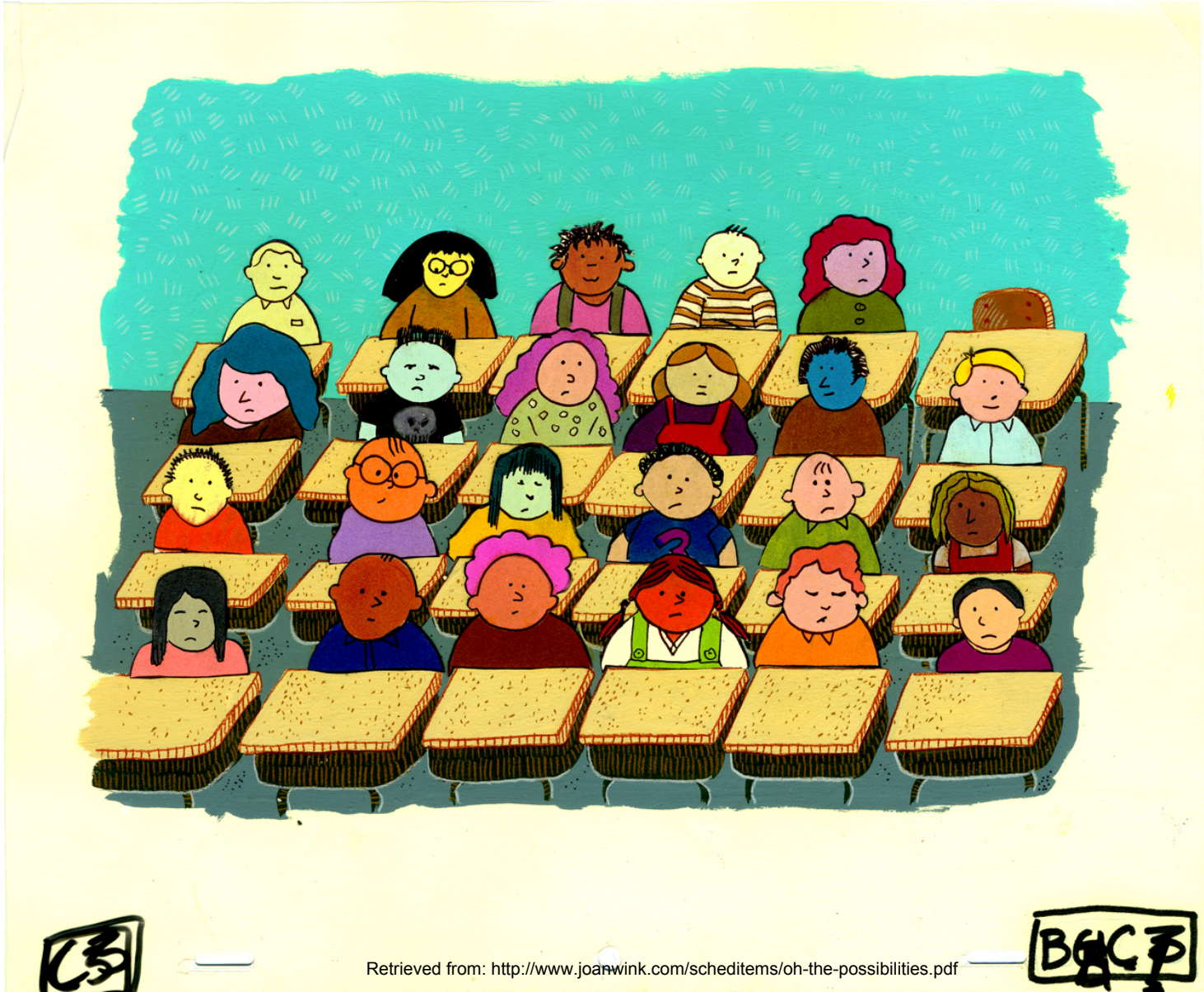
Classroom: Cemetery Style



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10 Practices

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.

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6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Adapted from: http://www.nwrel.org:80/request/2003may/general.html
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What Do We Know? The Basics

- English is the primary goal of bilingual education.
- Bilingual education is all about literacy and knowledge.
- The truth is that we can all stop worrying about the kids not getting conversational English. They're all doing it. We can't stop them. However, conversational English alone is not the answer. Our job, as teachers, is to focus on academic language.
- Kids can't learn what they don't understand. Me neither.
- Knowing your first language really well makes learning the second easier and faster.
- Lots of first language literacy is a great indicator of success in school.

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- Poverty is a great roadblock to literacy and knowledge; our job is to level the playing field while the kids are with us in school.
- People around the world feel strongly about their first language. And, why not? It is how we all originally received love from our parents and families. It is okay to love your first language. It is okay for everyone to love the first language.
- Being bilingual is not bad. In fact, it is very good.
- Students must be prepared for a world we can only imagine. They will need to pose problems and solve programs with technology, which stretches beyond our wildest thoughts. Being able to do this in more than one language will be an advantage.
- Above all, students who will succeed socially and economically are those who can thrive in a multilingual world. And, when that day comes, it will still be okay for each of us to have strong feeling about our first language.

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How do we get another language?

- Mamas, Meaning, and Motivation
  www.joanwink.com/love/love-mamas.php
  Wink, J. & Wink D. (2004, pp.102-104) *Teaching Passionately: What's Love Got to Do with It?* Boston, MA: Allyn & Bacon.
- Comprehensible input + 1 (CI+1)
- Low Affective Filter
- Acquisition vs. Learning
- Monitor;
- Natural Order

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But, what does the public think?

- ***The more, the better.***
- ***The sooner, the better***
- ***The faster, the better***
- ***The harder, the better***
- ***The louder, the better.***

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Often, it seems that ~this~ is what the public seems to understand about second language acquisition–turns out, it's not true. If we want children to speak English, and we do, we do not have to give more, sooner, faster, harder, and louder. Because of this public (mis)understanding, each of us is often called upon to explain language acquisition, ESL (English as a Second Language), EAL (English as an Additional Language) ELD (English Language Development), sheltered content instruction, SDAIE (Specially-designed Academic Instruction in English), and the multiple approaches to bilingual education and immersion. No wonder the public doesn't understand. Following are some user-friendly, nonacademic-ese ways of sharing our knowledge, depending on the audience and the context.

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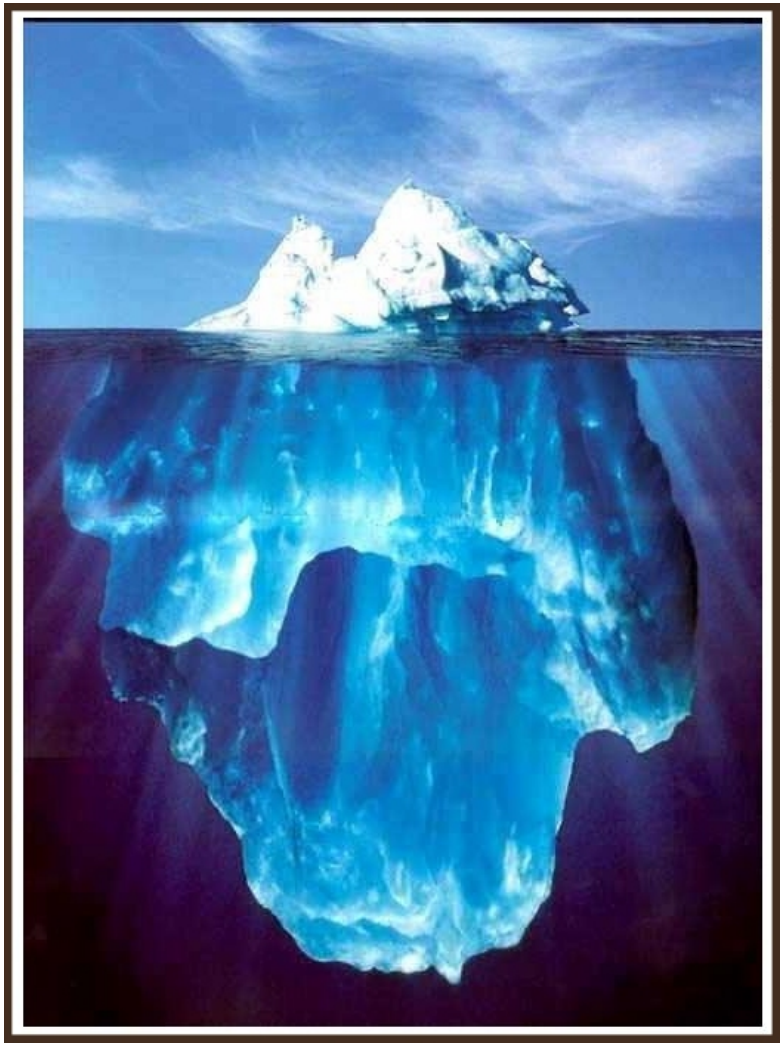
An Iceberg



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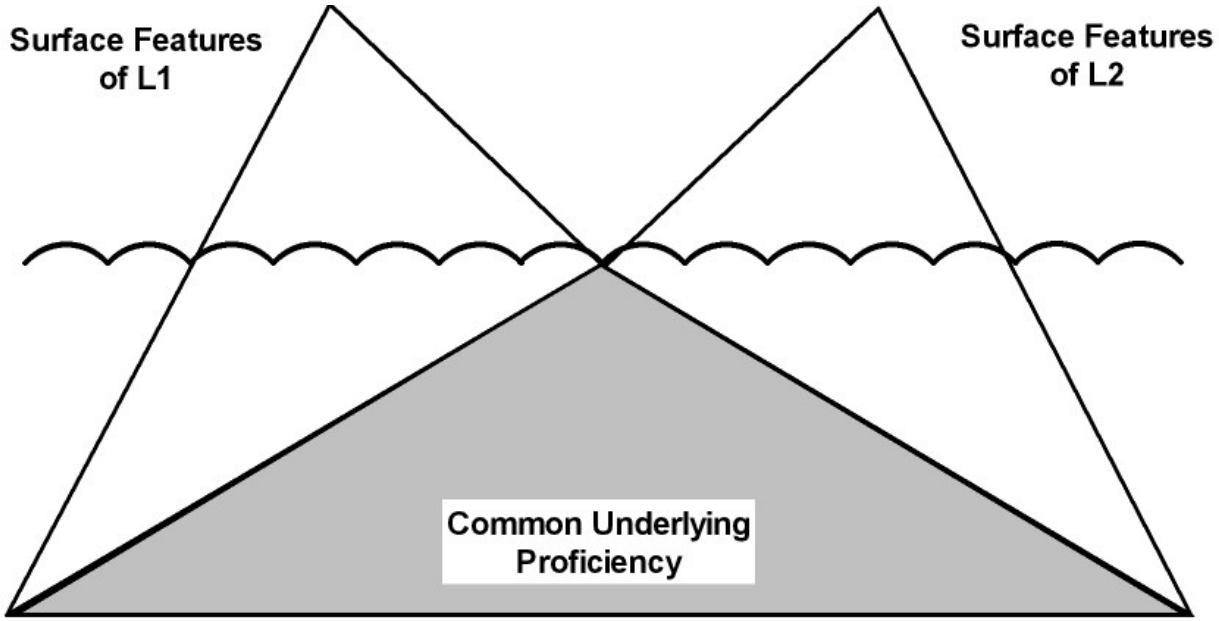
Cummins' Iceberg



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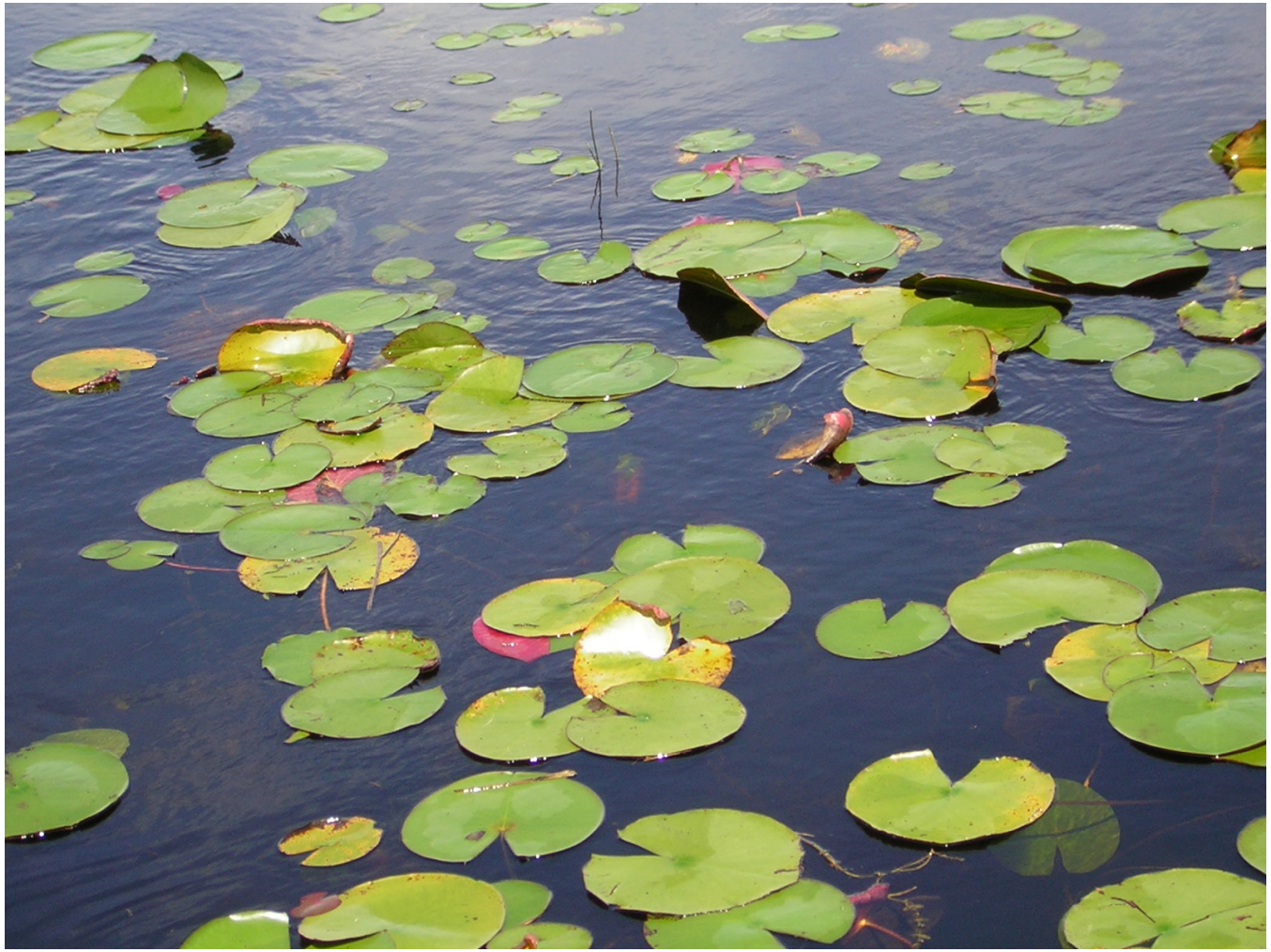
A Water Lily



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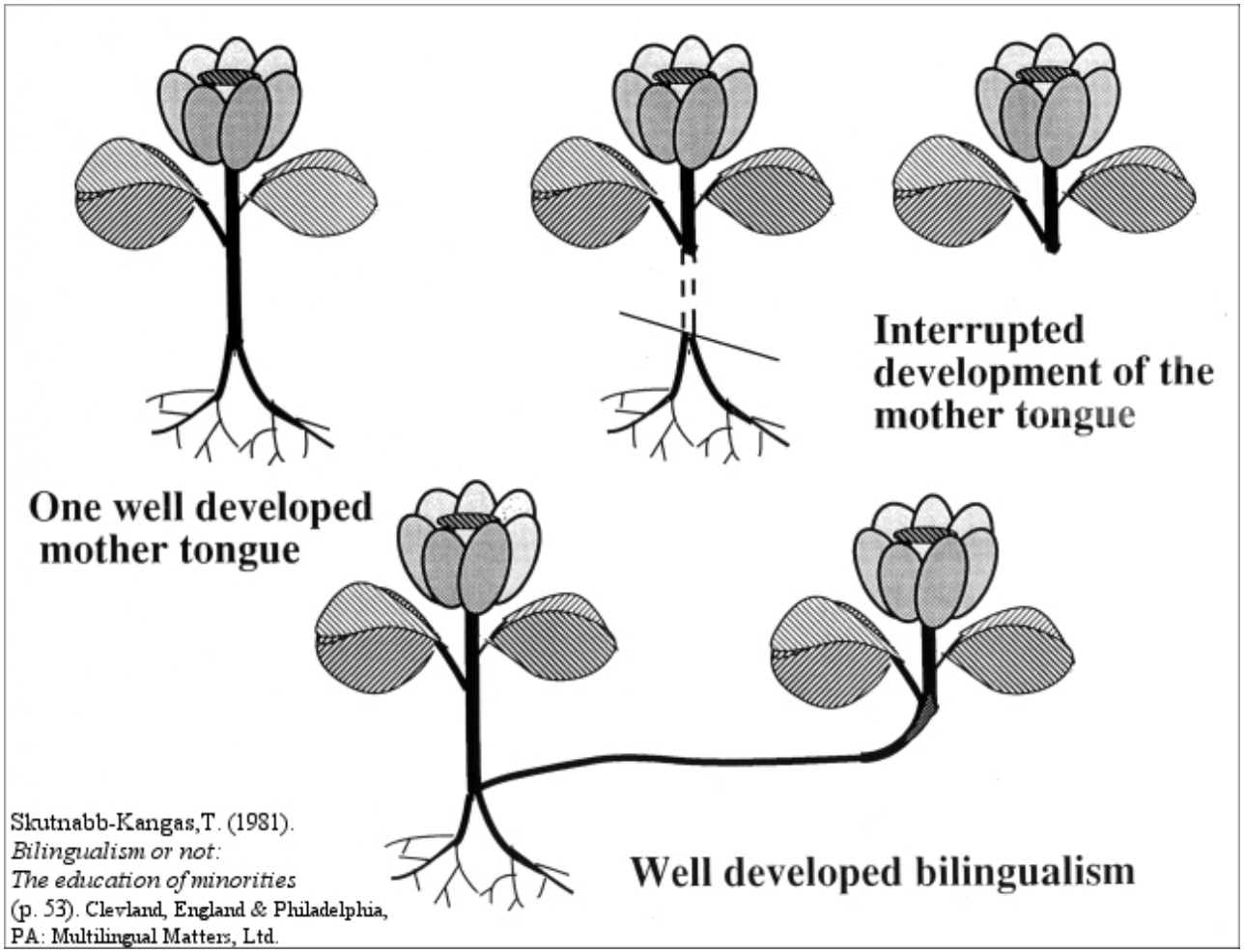
Tove Skutnabb-Kangas



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Benefits of Bilingualism

- **Effective in fighting the negative mental decline in the aging process**
- **Increases intelligence**
- **Stimulates creativity**
- **Promotes cognitive flexibility**
- **Fosters divergent thinking**
- **Facilitates high levels of mental-linguistic and mental-cultural awareness**
- **Enables faster and more efficient learning of other languages**
- **Heightens sensitivity to feedback cues and general verbal communication**

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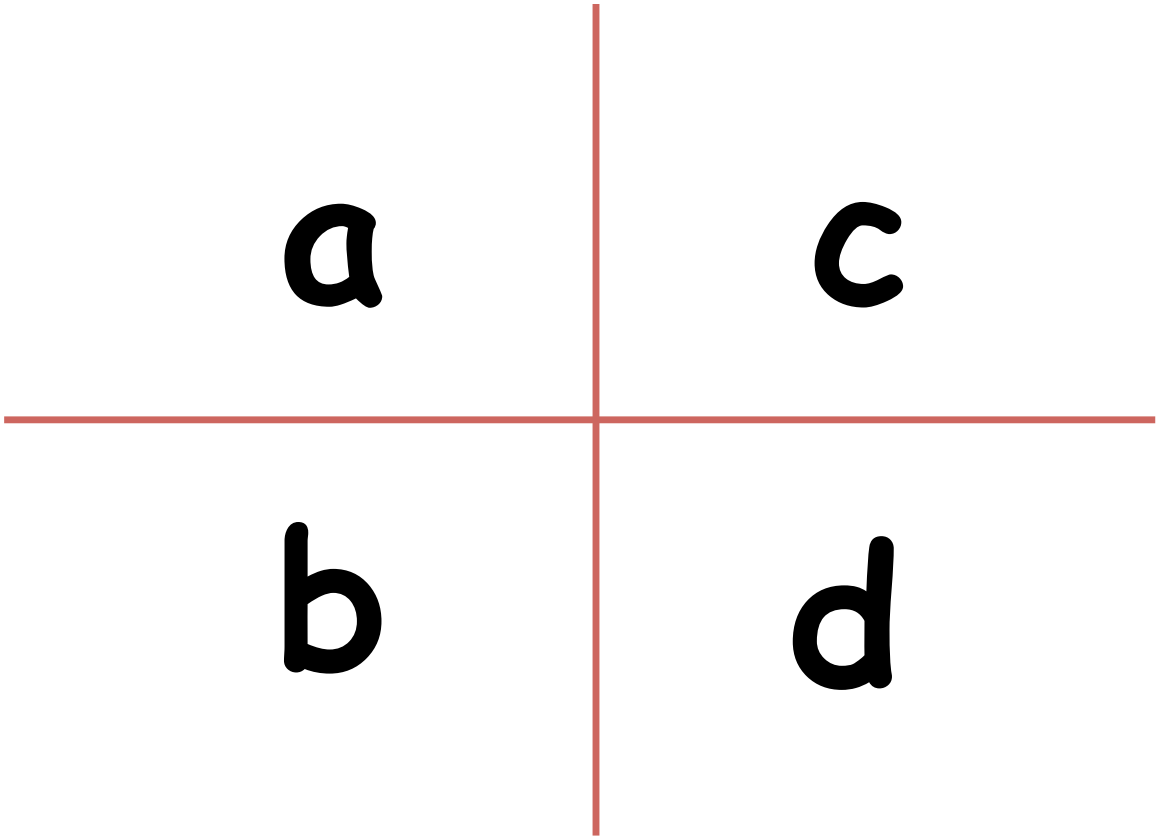
Cummins' Quadrant



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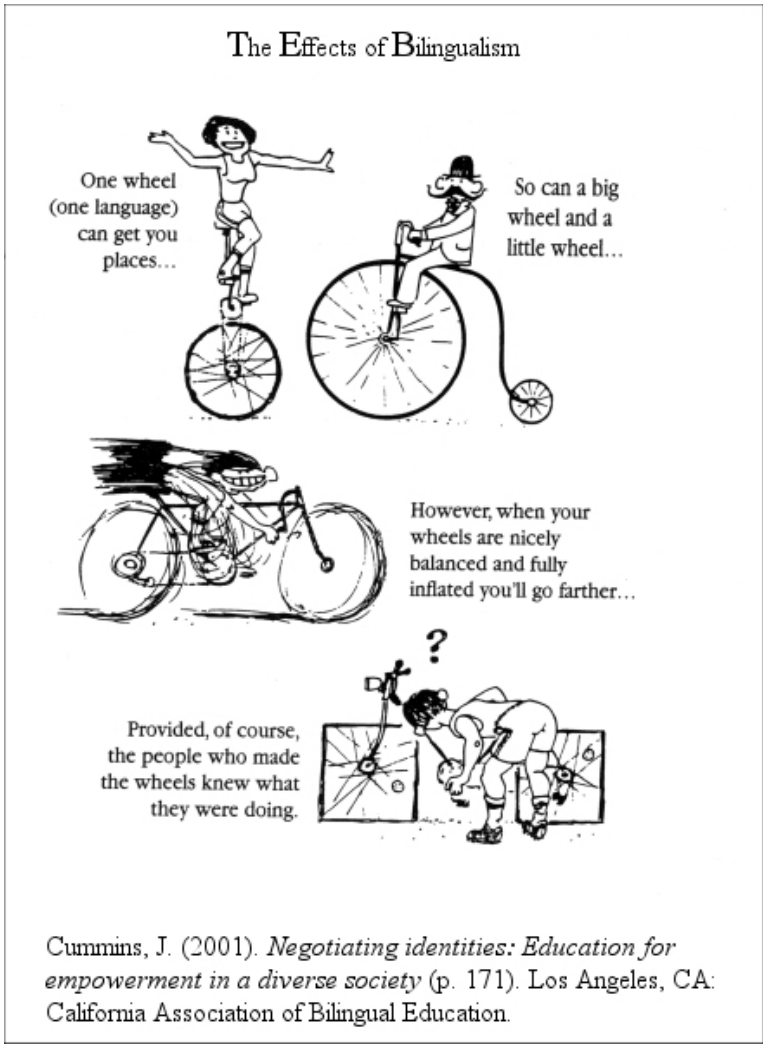
Bilingual Bike



Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (p. 171). Los Angeles, CA: California Association of Bilingual Education.

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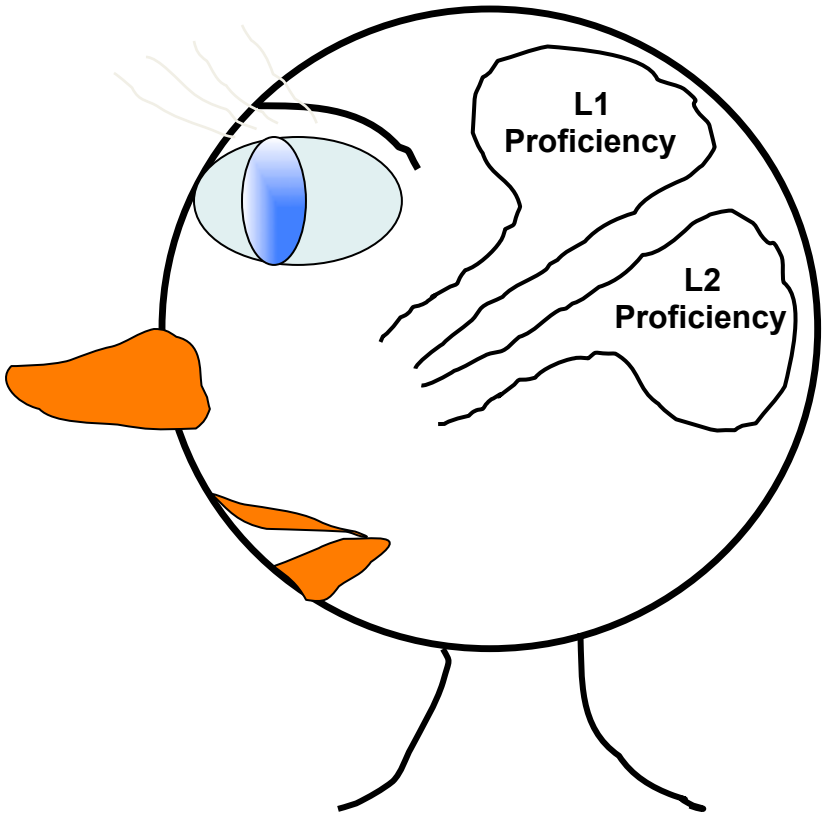

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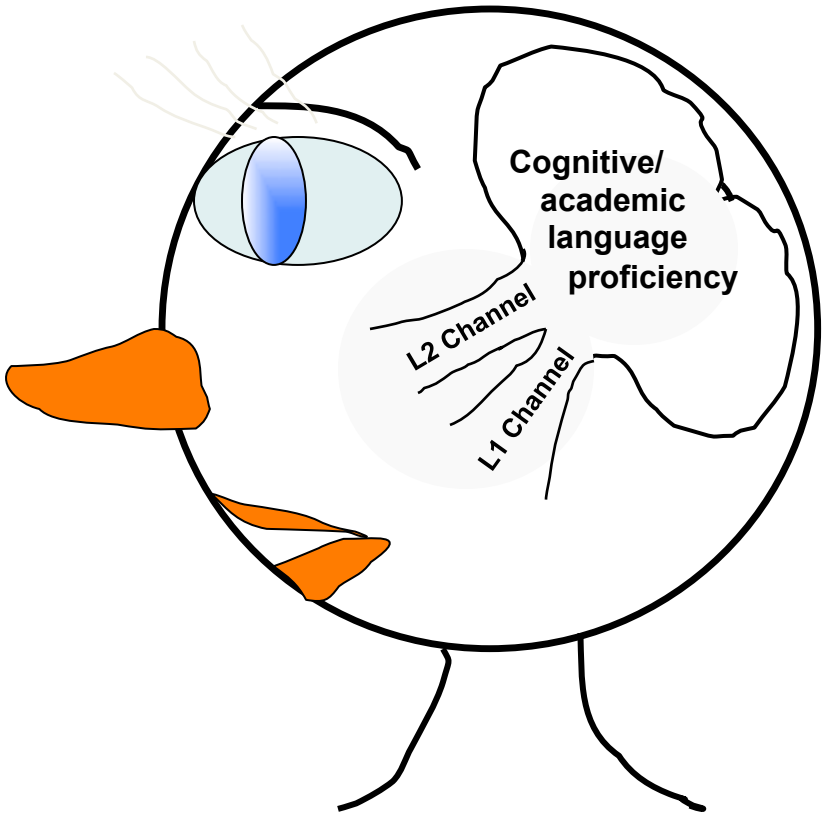

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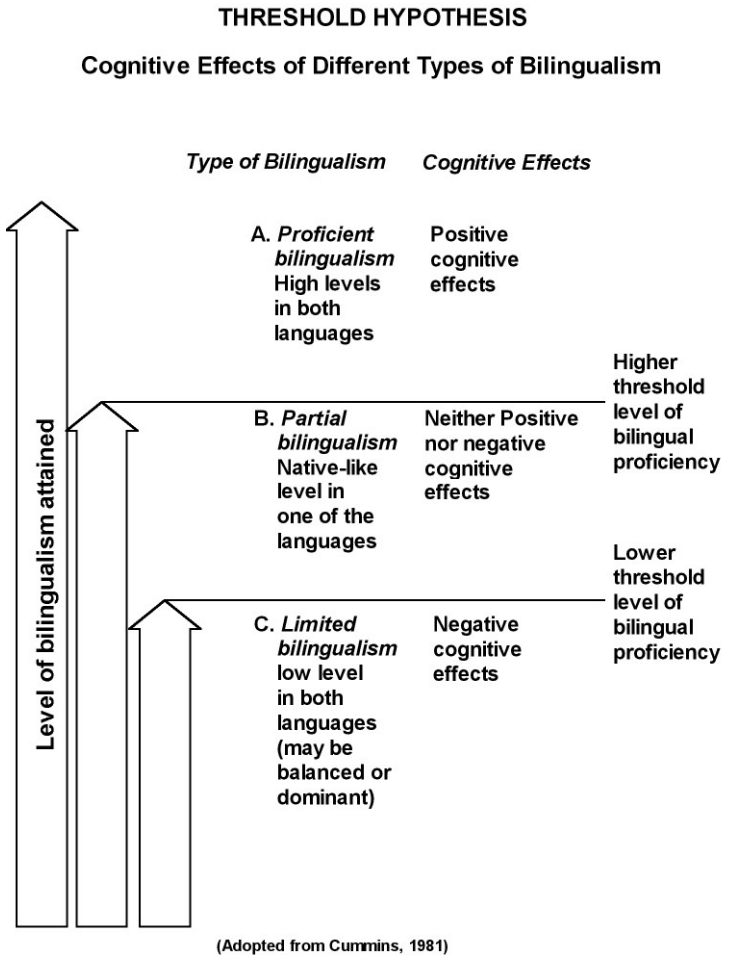
Threshold Hypothesis



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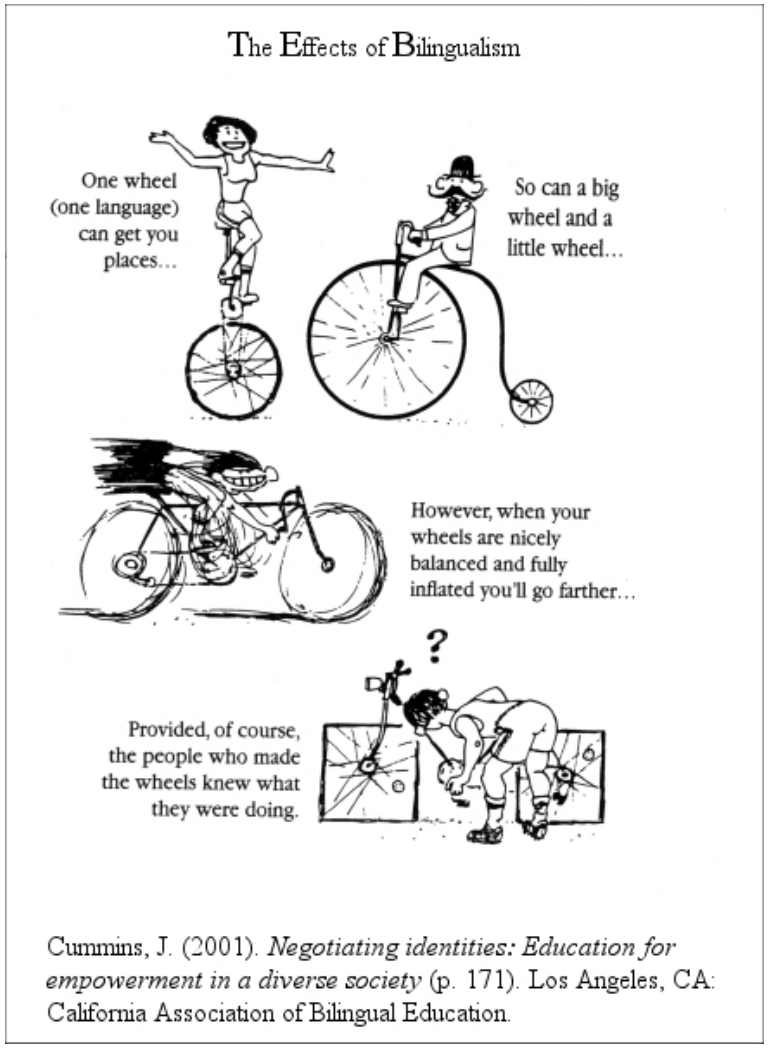
Bilingual Bike



Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (p. 171). Los Angeles, CA: California Association of Bilingual Education.

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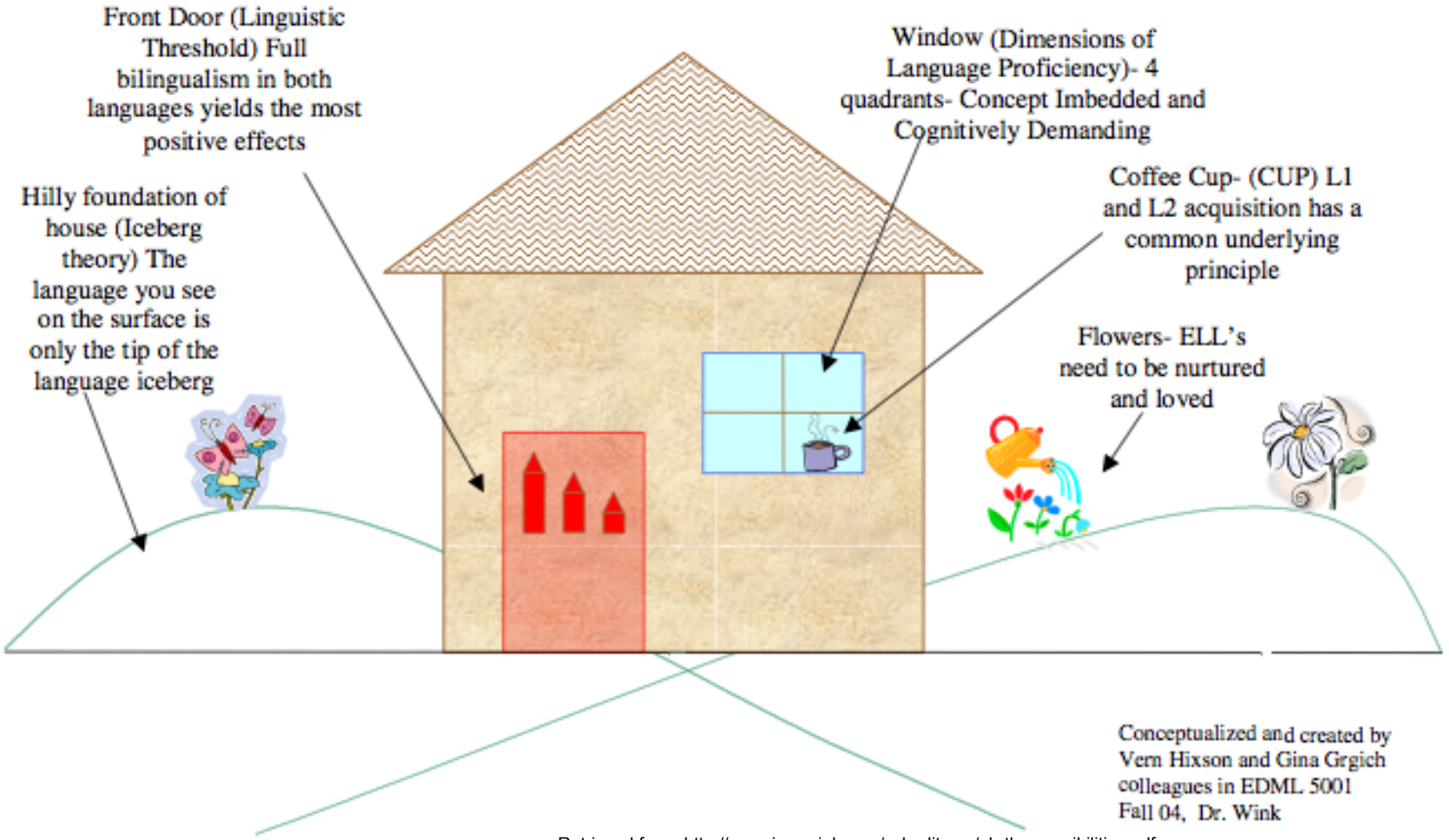
The Principles of Bilingual Education

The Principles of Bilingual Education



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4 More Practices from Jim Cummins

- Activate prior knowledge
- Scaffold meaning
- Extend language
- Affirm identity

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Conclusion

Blueberry Story - http://www.joanwink.com/blueberry.php
Jamie Vollmer - http://www.jamievollmer.com/blueberries

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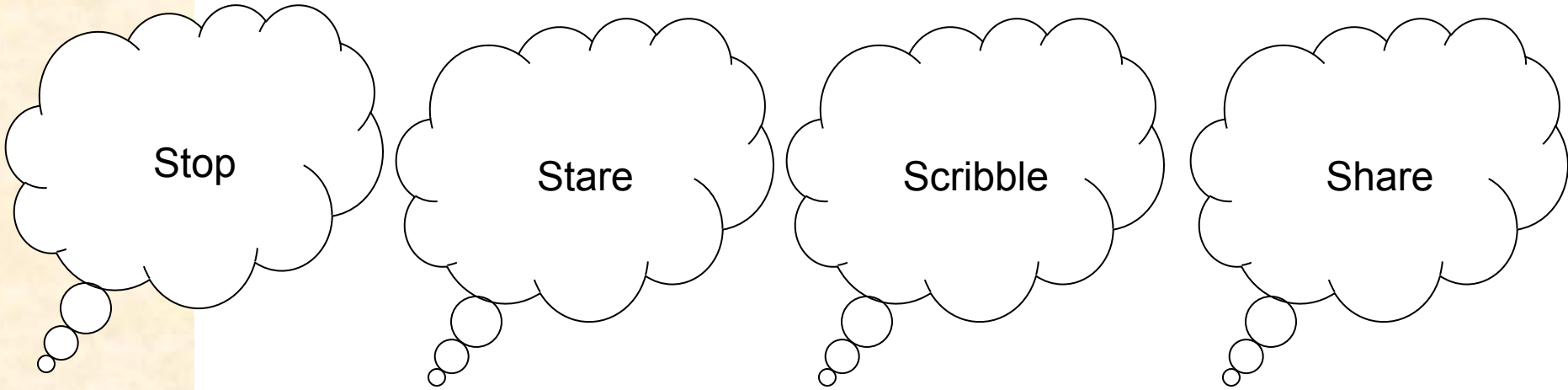
Stop. Stare. Scribble. Share.



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What else do we know?

- **Literacy transfers**
- **Floating Water Lily**
- **Dual Iceberg Model**
- **Threshold Hypothesis**
- **Bilingual Bike**
- **Bilingual Home**

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