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SUNSHINE STATE TESOL JOURNAL

SPRING 2005

Welcome to the spring 2005 edition of the Sunshine State TESOL Journal. As the incoming editor, I would like to recognize the tremendous work of outgoing editor, Candace Harper, who served the Journal for many years. During her tenure as editor, she was relentless in her quest for excellence, which resulted in publication of consistently high quality manuscripts. The Sunshine State TESOL readership benefited from her talent, and I have some very large shoes to fill. On a personal note, I would like to thank her for her patience and diligence in mentoring me as I edited the previous Special Edition of the journal and throughout the transition process of taking over the helm as editor of the regular journal. Thank you, Candace!

This issue of the Journal presents insights on a variety of topics concerning English learners. Throughout history, educators have pondered the best way to correct student writing. Mark Putnam intrigues the reader with a fresh insight about using color as an innovative way to correct and assess writing of second language learners. He uses color coding as a cuing system to help students take more responsibility for correction of their writing, "while making error examination and correction a more meaningful and systematic process."

Next, authors Benjamin Lester, Margarete Mahotiere, Aurolyn Luykx, and Julie Lambert share with us their methods of using culturally congruent science instruction to reach linguistically and culturally diverse fifth graders. They believe that accurate scientific understanding can be enhanced by using the students' own cultural knowledge, and they illustrate specific ways that scaffolding can promote effective instruction.

Information concerning multiple intelligence indicate that the wise educator will incorporate a variety of instructional techniques to effectively instruct all learners. Diane Rodriguez, Gloria Pelaez, Sam Perkins, and Kenneth Luterbach go one step further and report that technology can provide a link between multiple intelligences and the TESOL curriculum. They discuss perspectives on instructional strategies, and show examples of how teachers can use technology in ESOL instruction.

Unlike most traditional ESOL pullout programs, content-based instruction has proved to be successful because it integrates content learning with language teaching. Susan Benson discusses blended learning as she combines this approach with content-based instruction. She enhances these pedagogical techniques with technological skills and cyberspace for a superior way to access the most up-to-date information for English learners.

As educators, we always grapple with personal issues that accompany our students to the classroom. Sheila Acevedo offers us a look at alternative education ESOL programs that teach at-risk students, those who are pending adjudication or expulsion, or who are in therapeutic settings. We learn about this special population of students and how the Consent Decree provides equal access to all educational programs for English learners, regardless of their educational or legal status.

In our book review section, Ann Jackman describes the 2004 edition of Freeman and Freeman's *Essential Linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar*. Oneyda M. Paneque shares her insights about Diaz-Rico's 2004 publication, *Teaching English learners: Strategies and Methods*, with an added piece of information that clarifies the status of Puerto Rico and English learning.

I would like to thank the contributors for sharing their work with us, and I invite everyone in the field to submit manuscripts for publication consideration in the next edition of Sunshine State TESOL Journal. Your work, research, conference presentation, and classroom practices are valuable additions to the field, and I encourage you to share your experiences with one another.

Finally, we hope to see you all at our annual conference at the Hyatt Regency Airport Hotel in Orlando, April 28-30, 2005.

Eileen N. Whelan Ariza
Florida Atlantic University

SyCH (SYSTEM OF COLOR HIGHLIGHTING): IDEAS FOR VIVID, VISUAL ASSESSEMENT

This article highlights the use of color as a tool for visual assessment and evaluation in students' second language writing. The author calls this color-coded system of visual feedback SyCH, or System of Color Highlighting. The article begins with a brief rationale from the literature which supports the use of color as a cue for visual processing. Later, readers will learn how using four colors (yellow, blue, pink and green) can be used to mark grammar, punctuation, spelling, vocabulary and content/organization in a neutral, non-threatening way. Color coded responses can greatly facilitate responding to papers and homework assignments by cutting down on teacher time and increasing students' responsibility for their own writing. Use of such a color coding system can also benefit visual learners, while making error examination and correction a more meaningful and systematic process.

(I am grateful for the Dana Grant from the University of Tampa for supporting this work.)

SyCH: (System of Color Highlighting) Ideas for Vivid, Visual Feedback on Student Writing

The use of color is all around us. We stop at a traffic light when it turns red; we go when it turns green. At a NASCAR race, black signals drivers must pull into the pits; blue with an orange stripe tells a driver to move over; white signals the leader has started the final lap. In the Tour de France, the leader is recognized by his yellow jersey. On an aircraft carrier, to differentiate the crewmen from one another, each wears a color-coded jacket: yellow, green, blue, brown, red, purple and white. Each color represents

a different function that a crewman has. There are many more examples in the everyday world around us than I could provide. Supporting what we already know from the world around us, substantial evidence from brain and cognitive function research shows that visual processing of information is facilitated by color. If this is true, it stands to reason that color can and should be used to assist teaching and learning.

I admit that I was not drawn to journals dealing with new breakthroughs in neuroscience before I began to write this article. Finding Heath's (2000) question, "What might schooling look like if we were to follow some of the implications from the basic research of neuroscientists, linguists and psychologists?" (p. 130)

prompted me to want to find out. I wanted to see what the experts in the field had to say after I found that my use of color in my response to my students' writing was providing my students and me with favorable results.

From the field of neuroscience, the literature about the brain and cognitive and visual processing provides a great deal of support for using a color coding system. By using the most modern, specialized equipment researchers now know that particular regions of the brain are more stimulated by color. Heath tells us that *positron emission tomography* or PET has helped us understand "what happens between certain sections of the occipital lobes and other portions of the brain that mediate perception and meaning" (p. 121) Heath says, "Simply put, what amounts to visual perception carries meaning because the imagistic character neural activity manages to link up with stored experience that gives coherence and embeddedness to primary sensory images" (p. 121). In other words, use of color lets us tap into layers of meaning more easily. Others like Nobre, Allison and McCarthy (1998) who have studied visual processing, attention to color and brain activity support these claims. These researchers clearly point out, "Neuroimaging methods have greatly facilitated the localization of functionally specialized visual cortical regions in humans. PET and MRI (magnetic resonance imaging) have identified areas contributing to the perception of simple features, such as colour..." (p. 1357).

Van Dusen, Spach, Brown and Hansen (1999) define visual processing as "...the perception and processing of 'pictures' or mental images" (p. 1031). In addition to color, visual processing also includes size, shape, quantity and shading. All of these factors combined are linked in complex fashion to our working memory, or more specifically visual working memory. Faubert (2002) describes working memory as "a brain system that provides temporary storage of information and manipulates this information to perform cognitive tasks" (p. 169). Faubert explains that until recently studies on working memory were typically done on verbal and visuospatial levels. However, at this time she points out "...it appears that some visual attributes produce a more robust

memory trace than others" (p. 169). Color is one such attribute.

Heath includes the use of color to facilitate feedback under the area of "visual arts" and describes this area as such "The visual arts with accompanying focus of attention on details of features, such as colour, form and line, ensure attention to perception and engagement of the 'visual brain', which, in turn, resonates with remembered experience and linguistic representation" (p. 123). A recent study by Wichmann, Sharpe and Gegenfurtner (2002) would support this notion and other research. These researchers tell us that participants scored 5% to 10% better recognizing visual images when color was present. (p. 509) After reading such a statistic, I have to ask myself, "What if my students could perform 5% to 10% better on their written work?" I surmise this is possible from this statistic. As a result, from researchers in psychology and neuroscience, it seems clear we know a great deal about color's favorable effect on visual processing and memory.

The trick seems to be finding the ability to apply such knowledge to what we do in the classroom. Obviously, the question here is "How can use of color facilitate my student's learning?" I can begin to answer this questions by describing a bit about the problematic nature of responding to student texts. From the field of composition we know that responding to student texts and providing effective feedback on student writing is a complex issue. As Straub (1996) points out, most teachers fail to give helpful criticism for actually improving student writing. (p. 91) In addition, teachers' attempts to give detailed feedback may not even be beneficial. In this regard Sommers (1982) states,

"Moreover, the comments are worded in such a way that it is difficult for students to know what is the most important problem in the text and what problems are of lesser importance. No scale of concerns is offered to a student, with the result that a comment about spelling or a comment about an awkward sentence is given weight equal to a comment about organization or logic "(p. 151).

Despite the best of intentions, a teacher can devote an abundance of time commenting on a variety of items with little to show for it; students find it difficult to prioritize comments in deciding what is more important or less important.

Making matters worse, commenting extensively on students' essays brings up the matter of appropriation. Sommers writes about appropriation saying, "The teacher appropriates the text from the student by confusing the student's purpose in writing the text with her own purpose in commenting" (p. 149). In so doing, the teacher has stripped away student ownership of the text by overpowering it with her comments. Brooke (1994) also stresses respect for student texts when he writes, "The second essential element of a writer's life is ownership, a term which refers to the choices writers have over their material, their processes, as well as how they feel about their material and processes" (p. 20). As we all know, the results of such appropriation can be less than positive.

I recently worked with a particular ESOL student from Taiwan who brought the meaning of appropriation closer to home.

Tina was in tears as we discussed her placement essay. Her instructor, an otherwise very caring person with the best of intentions, had not meant to hurt Tina's feelings with the feedback on her paper, but she had. Besides being sad and angry, Tina felt insulted. Covered with writing in green pen, her essay had truly been appropriated by her instructor. The instructor's frustration was also evident as she tired of writing "shift in person" and "fragment" numerous times. I had no easy answers for Tina. I could only apologize for my colleague saying that her intentions were surely not meant to harm Tina, but rather to bring the errors to Tina's attention. I asked if I could keep Tina's essay, with all of its comments, to use an example of feedback gone awry. Tina agreed and shared her paper with me.

From my talk with Tina I learned how a student can feel when she receives an essay that has been "destroyed" by her teacher. For a student, self-esteem and ownership of text are real issues when it comes to receiving feedback. They are also real issues

when it comes to being open to receiving continued feedback for the future. Yet, quite frankly from an instructor's point of view, another particular item is also of concern--time management. There must be a limit to the amount of time we spend on students' papers.

From my own anecdotal research around the photocopier, one of the most common complaints I hear from my colleagues deals with the amount of time we spend reading and commenting on essays. Without a doubt, our workload, which requires us to take piles of papers home, is what sets English department faculty apart from other departments. We all know reading and commenting on student papers is a time consuming endeavor that may not necessarily even be appreciated by students. As far back as 1982 Sommers wrote, "More than any other enterprise in the teaching of writing, responding to and commenting on student writing consumes the largest proportion of our time" (p. 148). We know this. But in over 20 years that Sommers made her pronouncement, very little seems to have changed to lighten our workload.

Complicating our own interests in saving time are other important issues which make giving student feedback on their writing complex. Our knowledge and awareness of what we do as teachers of writing has been so heightened that few of us are about to spend any less time with our students' papers for fear that we are short changing them. In the literature from the field of composition, authors and researchers have too easily skirted any answers to the issue of saving instructors time. For example, Minot and Gamble (1991) conclude, "...teachers should try to use appropriate strategies for individual students and not assume that criticism will severely damage the self-image of every basic writer" (p. 123). What is an "appropriate strategy"? Those of us in the field know what to do, we just might not know how to do it in a timely fashion.

Adding to what we already know, Sommers tells us, "...most teacher's comments are not text specific and could be interchanged, rubber stamped, from text to text" (p. 152). Clearly surface items such as spelling, usage and punctuation are not particular to any one

student's paper, but we are obliged to mention these inaccuracies in the language. Ideally, students will learn to polish the basics of the language and writing that so we can comment on content and their ideas. When thinking about content, Straub (1997) stresses that "...we should be 'facilitative', providing feedback and support but not dictating the path of revision" (p. 223). Facilitative feedback is more focused on comments centered on content than on surface errors. This is what is individual to each student's writing, and this is where our own input, suggestions, and facilitation becomes most helpful. Matters can become stressful as our commitment to comment on surface items and give facilitative feedback on content is meshed with our own individual goals of time management.

Those in the field have not provided many solutions for our dilemma. For example, Reid (1994) writes that she does not accept the "myth" of appropriation (p. 277) which seems to work in our favor as it means one less thing to worry about. While at the same time, about this she says "... we can learn to respond by reexamining our intervention strategies and analyzing our goals by considering such questions as: When and how frequently during the writing process should I respond?; Who is the student and in what ways can I best respond to this student?..." (p. 288). Reid asks many questions but provides few if any answers beyond shifting attention from intervening on student drafts to "empowering students to enter discourse communities" (p. 289). She concludes, "For most teachers, however, seeing intervention in the wider context of discourse communities opens the door to a classroom in which teachers begin by responding to students' own purposes and goals and negotiating text meaning through questions, conferencing, and written comments" (p. 289). This seems to me what we are already doing. This is what Tina's teacher was trying to do.

With the concepts of my own time limitations, student ownership of text, goals of facilitation and affective factors in mind, I, too, have followed my own search to be as efficient in the use of my time as possible while at the same time providing students useful feedback on all facets of their writing. My

own balancing act has brought me to a simple activity that seems to save time, yet is also well grounded in research. As I described at the beginning of this article, the research shows that layering color onto the written word can assist in visual processing. For the sake of giving it a name, and because I am always looking for shortcuts, I will call my system *SyCH*--System of Color Highlighting. It is based on four colors--blue, pink, yellow and green--used to highlight student writing assignments or essays. My choice of four colors was arbitrary on my part. After some experimenting, four seemed to be a manageable number that gave the feedback needed; three was not enough, and five was too cumbersome.

SyCH--System of Color Highlighting

green--usage, non-standard English, grammar, syntax

pink--vocabulary, spelling, word choice, slang, colloquialisms

yellow--punctuation, sentence fragments, run-ons, comma splices

blue--content, ideas, organization, thesis statement, topic sentences, MLA (or other) style

(To get the full visual effect of *SyCH*, I would suggest that the reader highlight the above table using green, pink, yellow and blue highlighters.) I have assigned green, pink and yellow to represent surface elements of writing. Only one color, blue, refers to content. Blue is also the color that would be most reliant on my own written, facilitative comments as these would be individualized to each student's paper. The other end of the spectrum from content is following proper MLA (or other) style. Margins, headings, spacing that do not follow MLA style would be marked in blue.

I came about with *SyCH* to help me work more quickly on each student's paper by saving time on the somewhat repetitive markings on surface items. My students and I have been very pleased with the results. As I choose to make my classroom learner centered, after my initial instruction, my students are responsible for interpreting the color coding on their papers. I have met them half way. My color-coding is specific in that it gives each student the category of error, such as punctuation, but the onus for understanding yellow and making the correction

is up to each student. Through a great amount of practice, I am able to color-code a paper using the four colors much faster than I could write my comments as I read. Besides being faster, there are also other advantages.

SyCH provides a layering of information in a way that simply writing my feedback in between lines cannot do. In a sense, there is a hierarchy at work. While four colors are in play, at the highest level of the hierarchy are my own handwritten comments. These are most important, not just because they are more time consuming to produce, but because they also provide content-specific feedback for each student's paper. Students' papers that are "visually appealing" that is those that are covered in yellow, pink and green generally mean that there are too many surface errors to even really begin to focus on content. The color-coding has not been a "rubber stamp", but is specific to each student's paper. The number of colors on a paper quickly points to students who have done careless work, or those who have serious problems with the basics. Important here is the fact that I, as instructor, am one step removed from the color-coding.

To explain further, for students like Tina, *SyCH* helps to alleviate the issue of appropriation of student texts. While students never appreciate receiving a paper with many markings on it, the use of *SyCH* puts the instructor one step removed from the text. Because I have let the colors represent the errors in standard usage, the colors have also created a type of neutrality and distance between the student's text and myself. Consequently, as the instructor has distanced herself from the student's text, she has also distanced herself from whatever (negative) feelings the student may have at the time. In other words, while the instructor did color-code the paper, it does not contain her handwriting, which is the surest measure of appropriation. In similar fashion, the student's paper does not contain any of the instructor's cross outs or new choice of words that she may have chosen to insert. Since the instructor has used colors instead of her own handwriting, she has greatly reduced the possibility of appropriating her student's text. She has shown restraint and respect. She has

helped her student focus attention on the categories of errors being made. Most importantly, the teacher has reserved her own personal written input for items that merit her time and expertise.

With *SyCH*, the highest level of the hierarchy of comments on my students' texts are my hand written comments. To avoid clutter on student papers, and in keeping with my respect of their texts, when writing my facilitative comments, I make my written comments on another sheet of paper, my own "Peer Review Sheet". While I have no statistical data to prove this, keeping my comments separate and giving them more space on a separate piece of paper, somehow elevates them. I have not written them in tiny scribbling in the margins of a student's paper; I have given them a place of their own. To focus students' attention even more on my color-coded and written feedback, I stagger when I give them their papers (which have only been color-coded and contain none of my written comments) and when I give them the "Peer Review Sheet". I believe doing this breaks up my feedback into more manageable chunks. My students receive my "Peer Review Sheet" with written comments and a grade only after they have reviewed their color-coded papers. Upon receiving their papers, I encourage students to ask questions, and to decode the colors they find on their papers. What happens is that at first glance, students can see how they did on surface errors. Then, students devote time to error correction, keeping a log of the color coded categories and corrections in their notebooks. A relatively color-free paper signals students that my "Peer Review Sheet" will be dedicated to a discussion of that student's ideas and expression, which is ideally where I want to spend my time. A paper that is so visually stunning that it could be on exhibit at the Art Institute of Chicago tells a student clearly that much work needs to be done to gain control of the standards of the language.

I offer a couple of caveats for those who wish to use *SyCH*. Being consistent in the application of the colors is crucial. In the course syllabus I tell my students to buy yellow, blue, green and blue highlighters and encourage them to use these as they peer review their classmates' papers. Because I am accepting of learning

styles, if students do not choose to use these actively, that is their choice. But I also explain to them that I, because I am a visual learner and choose to work efficiently, will be using the color-coding system on their papers throughout the semester.

Though *SyCH* might seem complicated at first glance, I encourage those who wish to try it out to begin with one color, for example green. Let green represent whatever markings that would have been designated for grammar or usage. Over time and with practice, like learning anything new, teachers experimenting with *SyCH* should find themselves saving a great deal of time and providing more effective feedback to students in the process.

I conclude by reminding the reader of Heath's question, "What might schooling look like if we were to follow some of the implications from the basic research of neuroscientists, linguists and psychologists?" (p. 130) I would respond that my classroom might run just a little more smoothly and efficiently, which would be fine by me.

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MAKING THE CONNECTION IN CULTURALLY CONGRUENT SCIENCE TEACHING

This paper examines the use of culturally congruent instruction in a linguistically and culturally diverse 5th grade science classroom. Based upon classroom observations, the authors raise questions about bridging students' cultural knowledge through scaffolding to enable students to construct accurate scientific understandings. Many teachers consciously and subconsciously utilize culturally congruent teaching methods. However, teachers should be aware that failing to connect the science content being taught to students' cultural knowledge might lead to more student confusion. Building the bridge between science content and student cultural knowledge, when used effectively, surely enhances student understanding and motivation.

With such a diverse student body in today's classrooms, the call for equitable and content-rich instruction and learning continues to challenge school systems across the nation. Teachers frequently find themselves teaching to a diverse student body that requires an array of alternative instruction methods to ensure academic success. Within this growing diversity, English language learners (ELLs) may be the most vulnerable to poor content instruction and learning (Lee, 2001). For ELLs, the challenges associated with learning complex academic disciplines, such as science, are compounded with the challenge of acquiring a second language (August & Hakuta, 1998). Science is one content area in which scholars have identified major challenges for not only ELLs, but also for mainstream students (Lee &

Fradd, 1998). Research has consistently shown that science content achievement scores deteriorate for U.S. students from 4th to 8th grade, while achievement gaps persist between mainstream and other students (Campbell, Hombo, & Mazzeo, 2000; National Center for Education Statistics, 1996).

Recent research suggests two competing perspectives for interpreting the challenges of science education within diverse classrooms (Warren et al., 2000). The first perspective assumes that ELLs' everyday ideas and ways of knowing are largely different from and incompatible with those of science. This perspective proposes presenting scientific information in a culturally congruent way whereby "students connect their cultural norms with mainstream expectations" (Lee, 2001, p. 500). In this

view, students attain new scientific understanding through cultural connections and the science content being presented. The second perspective "focuses on understanding the productive conceptual, metarepresentational, linguistic, experiential, and epistemological resources students have for advancing their understanding of scientific ideas" (Warren et al., 2000, p. 531). Students are seen as negotiators of scientific meaning that is filtered through their unique educational and life experiences. From this perspective, teachers aim to "assist students in applying their [existing] understanding in multiple contexts" (p. 531). While the means to reach students may differ within each perspective, both assert "integrated learning [which values children's own experiences and beliefs] strengthens the home-school relationship while making science personal and relevant to children's lives" (Jones and Carter, 1995, p. 19).

According to Au and Kawakami's (1994) research on cultural scaffolding, "students of diverse backgrounds will have better learning opportunities if classroom instruction is conducted in a manner congruent with the culture of the home" (p. 6). Furthermore, Osborne (1996) asserts, through his synthesis of ethnographies of cross-cultural and interethnic classrooms, "it is desirable to teach content that is culturally relevant to students' previous experiences, that fosters their natal cultural identity, and that empowers them with knowledge and practices to operate successfully in mainstream society" (p. 292). Research finds that many teachers consciously or unconsciously present science content in culturally congruent ways (Ballenger, 1997 & 1992). "Cultural scaffolding" can be understood as the ways in which teachers adjust their communication of academic content to enhance students' comprehension based on the understandings of students' home culture. Within the scope of cultural scaffolding, culture is used to inform how the science content is introduced and taught, rather than using culture to inform what is being taught. However, teachers often fall short in making the connection from the cultural scaffolding to the scientific content being taught. Failing to make the connection may lead to

more misconceptions or inaccurate science knowledge among the students. Efforts to link students' home culture and school science that are not well thought out may create confusion rather than clarity.

In the following vignette, we will see how one Miami-Dade County Public School District (MDCPS) teacher used cultural scaffolding to introduce science content to a predominantly Haitian-American 5th grade classroom. In addition, we will discuss how the teacher may bridge the cultural scaffolding and scientific content in order to develop accurate scientific understanding while engaging students' own cultural knowledge.

MDCPS is rich in cultural and linguistic diversity and its teachers are intimately familiar with the challenges that go along with educating ELLs. MDCPS currently enrolls over 63,000 students in English for Speakers of Other Language (ESOL) programs. While Miami may be best known for its large Latino population, a large Haitian-American student population exists as well. Haitian Creole ranks second (after Spanish) among the non-English primary languages spoken by MDCPS students, with over 22,000 speakers in grades K-12 (MDCPS, 2002).

In an effort to address the needs of MDCPS' diverse student population, our research team is piloting an inquiry-based science curriculum. *Science for All* is a research project in the School of Education at the University of Miami. A 5th-grade level integrated science curriculum, *The Living Planet*, was developed to provide an introduction to the Earth as a planet of different interacting cycles and systems, unique in its ability to support life¹. This curriculum is implemented in six local elementary schools to explore how students of diverse linguistic and cultural backgrounds learn science concepts and engage in science inquiry.

The following excerpt is from a classroom dialogue in which the teacher is introducing a lesson on the solar system. The teacher is a female Haitian-American and speaks Haitian-Creole as her first language, and she is also fluent in English and French. The class consists of ten Haitian, five African-American, and six Hispanic students for a total of twenty-one students. Some of the students in the class are part

of the school's ESOL program.

Students are introduced to the concepts of Earth, the moon, and finally the stars. Notice how the teacher introduces each concept within the framework of shared cultural understanding.

T: "The Earth is very unique. There is nothing like it. Just like I've said, you are each unique. The Earth is also unique."

[A student continues to read from the manual. Now the lesson is addressing the moon, comets, and asteroids.]

"It's very funny, but each time the moon changes, it tells us something. Sometimes it's half, sometimes it's full. Sometimes I look and it looks like a banana, sometimes a man."

S: [A student yells out...] "A baby inside."

T: "A man with a Mexican hat. A woman holding a baby."

In the previous dialogue, the teacher is making reference to St. Caroline as the woman holding a baby. St. Caroline is a well-known folk and religious figure in Haitian culture. She is considered to be a manifestation of the Virgin Mary. As the moon progresses through its phases, St. Caroline is said to be steering the moon along its heavenly path. In the phase of the crescent moon, it is said she is holding the baby Jesus.

The teacher does an excellent job of introducing the concept of the phases of the moon in a culturally congruent way. As the teacher activates the students' prior knowledge of how the moon looks at different times, she has an opportunity to make the connection between the students' cultural knowledge and the scientific understanding of why and how the moon waxes and wanes. For example, the teacher could have continued by explaining to the students that there are multiple ways of understanding natural phenomena. One interpretation of the phases of the moon is that of St. Caroline, while another is the scientific explanation. Had the teacher gone from St. Caroline steering the moon to the moon's orbit around the Earth, the transition from cultural scaffolding to the scientific content would have been made. The teacher/student dialogue could then begin to focus on the orbit of the moon around the Earth as a scientific

framework for understanding the moon's variable appearance.

Another example of cultural scaffolding is found in the following excerpt about stars. Again, the teacher does an effective job of introducing the concept of stars in a culturally congruent manner.

T: "You know what? When I first came to the United States, I thought there were not many stars but we had a lot in Haiti. When I look at the sky in Haiti, it is beautiful with stars. But here, it looks like there are none. Why do you think so?"

S1: "I know! Because of city light."

T: "We each have a star watching over us and we are connected to our star. I know where my star is. When I look at the sky, especially in winter, I can see the brightest star and it is my star. The stars are very beautiful and there are a lot of them."

S2: "No! The brightest one is mine!"

In Haiti, it is said that each individual has a star that guides and protects him or her throughout life. Within this understanding, a "shooting star" is believed to be the result of someone's dying. However, after capturing the attention of the students and activating their prior knowledge, the teacher fails to make the transition between this understanding and the scientific understanding of what a star is. For example, this would have been an appropriate opportunity for the teacher to clarify for the students that a shooting star is not actually a star, but rather a meteor falling through the Earth's atmosphere. Moreover, she could have used this as a transition to an introductory lesson about stars in the solar system. Metaphorically speaking, the bridge between the cultural scaffolding and the science concepts has not been constructed.

As teachers, we must be cognizant of the various techniques we use in teaching our students. Many times, the need to connect science content to cultural knowledge gets lost in the excitement of making the connection to students' culture. When used effectively, cultural scaffolding can surely enhance student understanding and motivation. We must build bridges that enable students to link different

ideas and see connections between science content and their prior cultural knowledge. By building upon the success of the bridges teachers create through cultural scaffolding, students will better be able to construct accurate scientific understandings.

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LINKING MULTIPLE INTELLIGENCES INTO THE TESOL CURRICULUM THROUGH TECHNOLOGY

This article seeks to enhance educational practice by providing technological links between multiple intelligences and the TESOL curriculum. The authors provide specific recommendations for ESOL teachers, especially those who have been wondering how instructional technologies may embellish their teaching practices. The article begins with a brief contextual overview of ESOL instruction and curriculum. Then multiple intelligence theory is considered in the context of lesson planning. Next, the authors discuss two perspectives on instructional technologies and provide specific examples to demonstrate how to use technology in ESL instruction. The examples include diverse projects such as virtual fields trips, simulations, web page development, cooperative communications, and electronic retrieval of survey data. The paper concludes with specific recommendations for teachers who may wish to broaden their teaching practices by considering the multiple intelligences of their ESL students and the myriad ways in which to incorporate instructional technologies.

Linking Multiple Intelligences into the TESOL Curriculum through Technology

*"Teaching is only demonstrating that it is possible.
Learning is making it possible for yourself." Paulo Coelho*

A well-designed English for Speakers of Other Languages (ESOL) program provides a rich learning environment that is student centered, developmentally

appropriate, and literature based. It supports cultural diversity and encourages a climate of shared inquiry, risk-taking, and appreciation of language arts and content areas. Students, educators, parents, and the community are valued as active participants in the learning process.

Through the interconnectedness of reading, writing, listening, and speaking, students will learn to use language to construct and shape knowledge and to develop their imaginations and sensibilities.

Students will look at language from a global perspective, and begin to understand how it is shaped by social, cultural, and geographical influences. Furthermore, they will understand that language is central to learning in all disciplines and, skillfully used, is a lifelong resource.

The TESOL curriculum through technology is dedicated to supporting high standards for effective understanding and communication. Making this vision a reality will encourage all students to become lifelong learners who are productive, informed, literate, and reflective-thinking citizens. Teachers should not be under the assumption that technology replaces good teaching; however, technology can be an enhancing tool for teaching.

As teacher educators, we emphasize the knowledge base of the use of technology in the classrooms; however, are we addressing ESL components in our programs? Are we preparing teachers who are technologically competent? Do teachers in urban settings have the necessary training in technology and ESL theories and related knowledge bases? How do we begin training teachers in urban public schools? How do we prepare teachers to instruct English language learners through the use of technology? There are too many questions and too few answers. This article will address components that one teacher preparation program is implementing in training multicultural urban public school teachers in a critical shortage area.

Cummins (2000) believes that "information technology has considerable potential to promote language learning in a transformative way when it is aligned with a pedagogy oriented towards promoting collaborative relations of power in the classroom and beyond" (p. 539). What does this imply? It implies that ESOL programs that use information technology can enhance language and literacy development more successfully than those that do not promote the use of technology. Furthermore, it implies one important link between language and literacy development and content knowledge development.

Historically, the field of English for Speakers of Other Languages (ESOL) has followed a traditional instructional design paradigm where a great deal of emphasis is placed on the sequencing of instruction

(Merrill, Li, & Jones, 1990; Willets, 1994). This concern with sequencing has created major problems in the instruction of many students, particularly, the older learner who happens to be a beginning student of English. In addition, many of the sequence-based ESOL methods endorse the view that ELL students should not be taught content until mastering English (Lado, 1964; Cummins 2000b). This notion, which delays the educational development of ELLs (English language learners) is losing favor in the field. Law and Eckes (2000) share this view when they state that "in the past several years, teaching English has shifted from teaching it as a subject, to teaching English through other subjects" (p. 210). "The development of hypermedia, multimedia, and computer simulations forces us to think of new paradigms that do not rely on sequential learning" (Cafolla & Kauffman, 1994, p. 386). Furthermore, the interaction of content language using a computer will enhance language learning. Thus, interaction brings about a threefold benefit improving second language learners' technological savvy, and encouraging English language development, while furthering content knowledge development.

Cummins (2000) describes a framework for academic language learning through the use of information technology focusing on meaning, language, and use. For example, when referring to meaning, the most important objective is to make input comprehensible (Krashen, 1999) and develop critical literacy (Nieto, Botelho, & Rudman, 2002; Shannon, 2002). In addition, when focusing on language, the objective should reflect awareness of how language forms, and how it is used, as well as understanding the critical analysis of language forms and its uses (Delpit, 1998). Furthermore, when focusing on content knowledge development, connections between new and existing knowledge are made, and those connections empower students to participate in content area lessons (Cummins, 2000b; Law & Eckes, 2000). Subsequently, the use of language to generate new knowledge, transfer existing knowledge in a new language, create literature and art, and act on social realities will encourage students to become critical thinkers.

Lesson Planning for Multiple Intelligences

Technologies open a wide door to Howard Gardner's world of multiple intelligences (Sadker & Sadker, 2003). Educators need to ask the question, "Is technology a tool for language learning, or is language learning a tool with which people can access technology?" Cummins (2000) believes that information technology has considerable potential to promote language learning in a transformative way when it is aligned with the curriculum and is oriented toward promoting collaborative relations of power in the classroom and beyond. It is clear that unless we teach multi-modally and cater to all the intelligence types in each of our lessons, we will fail to reach all the learners in the group, regardless of the teaching approach we adopt.

According to Gardner (1985), Multiple Intelligence theory is an endorsement of three key propositions: (a) We are not all the same; (b) We do not have the same kinds of minds; and (c) Education works most effectively if these differences are taken into account rather than denied or ignored. Christison and Kennedy (1999) stated that human beings possess a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things. Therefore, Christison and Kennedy argued that multiple intelligence is being able to apply one or more of the intelligences in ways that are valued by a community or culture.

English language learners benefit from an approach that includes multiple intelligences. Rather than functioning as a prescribed teaching method, curriculum, or technique, multiple intelligence theory provides a way of understanding intelligences, which teachers can use as a guide for developing classroom activities that address multiple ways of learning and knowing. (See Figure 1. page 19)

The Influence of Technology on Pedagogical Perceptions and Access to Educational Resources

Technology has caused a shift in how educators have expanded their thinking about incorporating information technology into the curriculum.

Technology is a valuable way to achieve access to educational resources. Research emphasizes the importance of technology and the need to share cutting-edge information about advances in the field (Norton & Sprague, 2001). Technology is considered a viable tool for expanding access to the general education curriculum.

Students must graduate from school with an understanding and appreciation of the role of technology in society, and be prepared to use and integrate technology effectively into jobs and careers in the twenty-first century. Therefore, educators need to expand their uses of technology to ensure access to the curriculum. Once this integration of technology occurs, students are more likely to become stimulated to become lifelong learners who are able to use higher level thinking skills to explore problems and make intelligent choices.

How can teachers link Multiple Intelligence Theory into the TESOL curriculum through technology?

The effectiveness of the use of technology varies from class to class. This section provides examples of projects that can be incorporated into teachers' classroom objectives or lessons. As educators of English language learners (ELL), we need to be in tune with language and culture. An advantage of technology is the access to curriculum-based activities that will enhance ELL second language skills. According to Harris (1998), technological projects typically focus one of three primary learning processes: (a) interpersonal exchange, (b) information collection and analysis, and (c) problem solving.

The Global Curriculum provides teachers and students with opportunities to explore the Internet's educational possibilities. For example, teachers and students can take virtual field trips. Such activities enable the student to encounter content in a sequence meaningful to the student. Virtual field trips may also provide students with opportunities to chat and pose questions to other participants. Distance learning provides courses online that instantly cross national borders (Sadker & Sadker, 2003). While still on the topic of online learning, students can use the Internet to pursue many classroom projects. For instance,

students can access contemporary survey data to evaluate possible sources of a problem. Another example of a relevant activity would be for students to determine potential causes of socio-economic discrepancies; students can search the web to find demographic data for different regions of a city. Students can also develop web pages to celebrate their respective cultures, engage in collaborative creative writing, create electronic publications, and work together in many other ways. Simulations are another advantageous instructional technology because they permit students to draw on their unique intelligences in order to make meaning out of historical or cross cultural recreated events. When engaged in a computer simulation, events that include singing will resonate more with musically inclined students, whereas kinesthetic students are more apt to focus on movements of characters. Such differences lead to opportunities for growth when students discuss their personal perspectives of simulated events.

With respect to lesson planning, teachers can begin by identifying the activities they would normally use in their lessons and correspond the intelligences the technological activities represent.

One suggestion is to have a menu (Campbell, 1977) of selected technological activities that correspond with the multiple intelligences and the English language level of the student. Harris (1998) recommends the virtual architecture for designing and directing curriculum based telecomputing. Locator services for both students and teachers are available online <http://ccwf.cc.utexas/~jbharris/Virtual-Architecture/>. Teachers may also develop different assessment techniques with the use of computers and conduct a teaching strategies inventory with their students. For instance, after collecting a questionnaire about their learning and instructional preferences from students, teachers can create a spreadsheet that links multiple intelligences, learning styles, and instructional methods. Moreover, teachers may develop a guide for identifying lesson plans that address the full range of learner needs. As Lau and Jacobs (2002) stated, multiple intelligence theory helps us broaden good teaching into excellent teaching.

Recommendations for Teachers

- Locate equipment where instruction and learning are taking place. Technology needs to be in the classroom and accessible to the student.
- Add a variety of multiple intelligence activities into daily teaching such as incorporating lesson objectives into games, songs, cooperative learning and hands-on activities.
- Integrate the use of technology into lessons in a purposeful and meaningful way. For example develop a multicultural self portrait on housed webpages or explore different websites based on the content of the lesson.
- Develop many useful ideas and techniques using multiple intelligence theory via technology such as e-books, math, language arts, and musical software, and have students develop graphic organizers with Excel or Power Point.
- If possible, have the same equipment used in the classroom available in the student's home to promote continuity of learning. When compatible versions of software reside on school and home computers, learning proceeds smoothly and practice insures concept familiarity.
- Offer training and technical support to classroom teachers initially. When the technology is available at home, provide training to family members.
- Don't "reinvent the wheel" each year; when possible, use the technology that is already in place.
- The potential of technology to improve and enhance the lives of culturally and linguistically diverse (CLD) students is virtually unlimited.

Conclusion

By sharing our perspectives on teacher preparation in the areas of English for speakers of other languages and technology, we hope to

stimulate thought provoking discussion and action that improves the practice of teaching. In addition to our own recommendation above, we support the ones advanced by Means, Penuel, & Padilla (2001, p. 194).

- Emulate the ways in which professionals use technology.
- Involve complex tasks.
- Require significant amounts of time for task completion.
- Give students latitude in designing their own products and in determining when and how to use technology.
- Involve multiple academic disciplines; and
- Provide opportunities for student collaboration with peers and outside experts.

ESOL teachers who use multiple intelligence theory to inform and drive their curricula development find that they gain deeper understandings of students' learning preferences and greater appreciation of their strengths. Students are more likely to become engaged in learning as they use learning modes that match their intelligence strengths and their learning styles. The key points discussed above apply to all learners of English. The discussion helps teachers understand the diversity of their students and provides a framework for addressing multiple intelligences through the use of technology. Multiple Intelligence and the use of informational technology offers English language learners a richly varied way of comprehending and understanding cognitive complexities.

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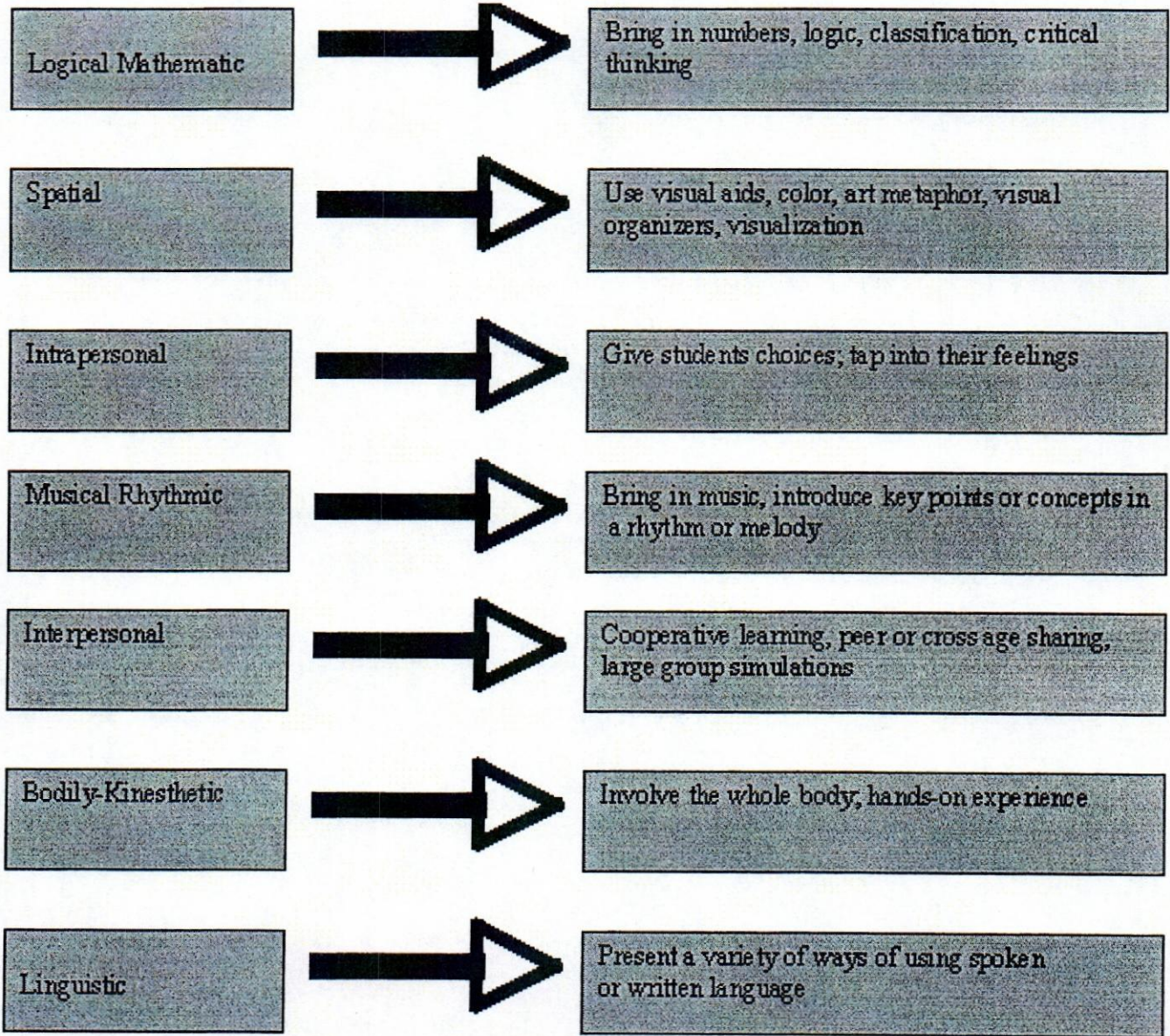
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Figure 1: Lesson Planning in Light of Multiple Intelligence Theory



CYBERSPACE IN THE CONTENT-BASED CLASSROOM: BLENDED LEARNING FOR ENGLISH LEARNERS

Content-based instruction (CBI) is considered an effective method of instruction in community college ESOL (English for Speakers of Other Languages) programs across the country. Changing definitions of literacy are requiring ESOL instructors to restructure the learning experience by combining emerging methods to help students acquire computer literacy skills integral to social and academic culture. This paper posits that students can benefit from a blended learning environment in a content-based instruction (CBI) classroom and describes this type of learning in a blended advanced ESOL college course.

INTRODUCTION

In today's world of technology and information, the traditional definition of literacy - meaning reading and writing - is no longer adequate. Being literate in the 21st century means also achieving *socioliterate competence*, acquired by being exposed to and developing a facility with specific social contexts and their corresponding genres (Johns, 1997). Equally important is technological competence gained by employing and exploiting existing technology and adapting to rapid changes. In the academic arena

today, technological competence includes using computers and the Internet to research and analyze information to make decisions and solve problems (Kasper, 2000; Rose 2004; Warschauer, 2000). English for speakers of other languages (ESOL) or English as a foreign language (EFL) students face a complex challenge at post-secondary institutions as they must acquire not only linguistic competence in a second language, but also the technological, socioliterate, and cognitive skills necessary to be successful in academic and professional endeavors. To help students achieve these goals, college ESOL instructors need

to rethink and restructure the learning experience by combining current methods and approaches in language teaching.

Blended learning and content-based instruction are two powerful learning approaches that, when combined, provide students with an effective means of acquiring information and language. In the ESOL/ EFL field, content-based instruction (CBI) is now widely accepted as a beneficial pedagogy to prepare students for academic success (Pally, 2000). The goal of a CBI course is for ELLs to study content such as government or business while simultaneously developing linguistic, functional, and academic literacies that will help them to succeed in their future studies and professional lives. Blended learning, a more recent approach to second language instruction, combines Web-based, online course features and face-to-face delivery models, resulting in innovative, effective ESOL course design. Blended learning in the content-based classroom offers ELLs all of the advantages of CBI in addition to the simultaneous development of computer literacy skills that are part of the functional literacies integral to academic culture.

Content Based Instruction (CBI)

CBI integrates content learning with language teaching objectives (Brinton, Snow & Wesche, 1989). A content-based approach to teaching ESOL/ EFL helps to eliminate the gap recent studies have revealed between the academic skills needed to succeed in college and those currently being taught in the traditional ESOL classroom (Pally, 2000; Snow & Brinton, 1988). For example, within a given subject area, students learn how to read actively, summarize and paraphrase information, and respond to essay questions on exams. Content-based courses that are closest to authentic college courses are seen to have more validity than those that do not (Pally, 2000). ESOL courses that correspond and/or are linked to required college content courses provide students with instruction in academic skills and learning strategies as well as specific content and its vocabulary (Snow & Brinton, 1988). Research has repeatedly shown that CBI programs do benefit students whereas traditional approaches have often failed to help students transfer from ESOL courses to mainstream

content courses (Pally, 2000; Flowerdew, 2000; Kasper, 1997). Furthermore, this approach takes into account the interests and needs of learners while providing meaningful language use. ELLs are motivated by the fact that the content they are studying is relevant and useful, and in completing assignments that mirror those in a regular college course, they are acquiring the academic skills they will need in the future.

Another benefit of CBI is its element of cooperation while learning to acquire academic literacy through collaborative involvement on the part of students, language teachers, content teachers, and administrators (Johns, 1997). Effective CBI does just that while exposing students to specific social contexts and their corresponding genres.

BLENDED LEARNING ENHANCES CBI

Blended learning involves the integration of online and face-to-face instructional design. Although the distinction is not always clear, blended learning differs from complete online learning or the integration of online opportunities in that a blended course integrates the two approaches to fundamentally change the learning dynamic (Garrison & Kanuka, 2004). This evolving paradigm is achieved most commonly via course management software such as Blackboard, Angel, or WebCT, which extends learning far beyond the walls of a classroom. The web component is used to augment or replace traditional books and course materials and facilitate communication both in and out of the classroom. As a result, face-to-face lecture time is generally reduced and replaced by self-directed learning via the course website both in and outside of class. In this way, students gain information literacy skills as they engage in college content.

Students today need to be familiar with the many genres, strategies, and materials for producing text. In order to succeed and make meaning in today's multi-modal academic and professional environments, students will need to acquire a range of technologies. They will need to comprehend "how critical technological literacy emerges in dialog with other literacy practices" (Rose, 2004, p 237). A blended classroom is a transformative strategy that allows ELLs access to a multi-modal environment,

and research has shown that blended learning is more efficient and effective than traditional face-to-face classes (Garrison, 2004).

The concept of "Multiliteracies" as proposed in 1994 by the New London Group, specialists in education, also lends support for the idea of a blended classroom in that literacy should no longer be limited to one official standard written form of a national language (Cope & Kalantzis, 2000). Students need to learn to navigate and find meaning within multiple types of media and discourses. The New London Group contends "in a multimedia environment, for instance, the visual mode of representation may be much more powerful and closely related to language than 'mere literacy' would ever be able to allow" (Cope & Kalantzis, 2000, p5). In other words, limiting students to traditional text-based face-to-face environments is not sufficient. Literacy pedagogy must include learning to function within an array of discourses.

By integrating technology into the ESOL classroom, a blended environment facilitates the acquisition of computer skills that many ELLs lack. Computer-mediated communication is worldwide; ELLs will encounter electronic transfer of information in and out of the college classroom and will need skills to communicate effectively using this medium (Murray, 2000). Computers have been used in the L1 composition classroom for over two decades, and word processing and online research skills are now considered an integral part of the curriculum. Content-based ESOL classrooms must also embrace technology to enrich delivery of course content and promote communication, while preparing students for the rigors of college composition and content area courses that will require computer literacy as well as linguistic competence. As it stands, ELLs are already at a disadvantage when entering the composition program due to incongruent cultural backgrounds and experiences that very often differ from those of the instructor and their classmates (Matsuda, 1999). Therefore, it is up to ESOL instructors to help students acquire the functional, technological, and academic literacies that they will need to succeed. These transforming notions of literacy will demand

that students acquire the communications skills required by the ever-changing informational society. Mark Warschauer (2000), editor of *Language Learning & Technology*, postulates that in order to succeed both academically and professionally, students will need to be able to use new information technologies to navigate, research, interpret and author hyper-media, and communicate online. Project-based learning "will be required if students are to master the complex English literacy and communications skills required by the emerging informational economy and society" (Warschauer, 2000, p 511).

Requiring computer literacy in ESOL curricula can also facilitate language acquisition because meaningful use of language is inherent in gathering and synthesizing material (Kaspar, 2000; Pally, 2000). In a blended CBI course, students will use the latest technology to read, research, and write about the same content throughout the course, thus using English as it might be used in real academic discourse communities. Blended learning can provide more opportunities for language input and output both within and outside of the classroom. Krashen's well-known language acquisition theory argues that in order to acquire language, learners need comprehensible input that is "i+1" or slightly above the learners current language level (1985). Swain's theory following Krashen's is that "comprehensible output" is as important as "comprehensible input" (1985). In other words, second language learners need to have opportunities for two-way meaningful negotiations and interactions. Students not only need to focus on in-depth subject matter, but students also need opportunities to perform the same types of activities that they will be expected to do later in regular content courses. A blended component allows students opportunities and access to both comprehensible input and output outside of the face-to-face classroom.

Language learning theories also claim that the content of such input and output needs to be authentic. Widdowson (1998) questions what is really meant by context in language learning. He argues that although the current trends argue for authentic language discourse in the language classroom, language

cannot be authentic if it is taken out of its original context (Widowson, 1998). By directing students to the Internet and other online resources, authentic content is being accessed in its original context. When students extract and organize information and write papers that are resource responsible, they are producing authentic academic writing.

Finally, in addition to learning computer skills and language skills, ELLs, especially those studying English for Academic Purposes (EAP), need to develop research and composition skills. Recent ESOL research has also shown that a networked classroom promotes better writing and more teacher and peer feedback and communication (Braine, 1997). Moreover, research done by Leki and Carson in 1994 suggests that students experience writing differently, depending on the source used for writing a text. Their findings lead them to argue that EAP courses often do a disservice to students by having them write without source texts or by not being accountable for the content of the source texts. In other words, students are not engaging in responsible writing (Leki & Carson, 1997). Initial research showed that in ESOL composition courses, 52 percent of the topics were personal, whereas only 7 percent of topics were personal in regular academic courses (Leki & Carson, 1997). Their findings lead them to conclude that ESOL writing classes need to challenge students to do more than simply learning about writing or writing about themselves. Blended learning can allow students access and opportunity to use databases and the Internet to research topics for academic writing.

COURSE DESIGN

Learning via a course management system can provide multiple benefits to both student and teacher. If the course offers appropriate and carefully planned tasks related to the content, students acquire research and Internet skills that promote communicative language development. However, just using a computer is not enough; they are not beneficial in and of themselves. To enable cooperative and collaborative learning to take place, computer activities should be carefully designed and planned. "Instructors must learn to recognize that the use of technology

can exacerbate problems characteristic of American classrooms and must continue to seek ways of using technology that equitably support all students in writing classes" (Hawisher & Selfe, 1991, p.55). For example, some students could be at a disadvantage if the computers usurp valuable exchanges between teachers and students. Web-based activities must be designed to continue to promote cooperative learning and peer work as well as dialogue between the instructor and student in both online and face-to-face environments. A blended environment should be used to promote meaningful exchanges among members of the class. If designed accordingly, web-based learning activities can also be used in ways that "guide learners to process language for form and meaning and to activate and expand their grammatical resources for language development" (Mills, 2000, p.603). Moreover, Garrison and Kanuka (2004) assert, "a blended learning context can provide the independence and increased control essential to developing critical thinking" (p 98).

Course management systems make available multimedia environments that include sounds, graphics, and animated pictures or video that can enhance a face-to-face course that typically relies on traditional printed texts. Research by Chun and Plass (1997) shows that the addition of visual and auditory information to a text can improve and facilitate L2 reading comprehension as well.

Simply stated, a carefully designed web component can be a valuable resource and connection for students and an organizational tool for instructors. It can encourage peer teaching and collaboration opportunities among students. Instructors can learn more about their students through communication tools and be accessible outside of the classroom to answer questions.

A SAMPLE BLENDED CBI COURSE

The following Advanced ESOL course is an example of how blended learning can be successfully incorporated into a traditional face-to-face classroom. The course described is a nine-credit hour college ESOL course designed to integrate the skills needed to develop academic and functional literacies. The texts

used are *Making Peace*, a collection of scholarly essays on contemporary global issues such as human rights and environmentalism, and two thematically related novels: *A Farewell to Arms* by Ernest Hemingway and *To Kill A Mockingbird* by Harper Lee. These texts serve as the foundation for the course and expose students to college content such as history, government, and humanities. Online support, along with specific assignments for the novels, and *Making Peace* are provided in the online "weekly work" pages in WebCT, the course management software used by St. Petersburg College. Reading, writing, and grammar assignments typically are begun in class and continue throughout each week via WebCT. The content-related texts and related writing assignments were selected based on the type of content and skills students would encounter in general education courses and in their majors after they exit the ESOL program.

The stated goals of this course are to refine skills in reading, vocabulary, grammar, and composition to prepare students for college content courses. As such, academic English, study skills, critical thinking skills, and computer information literacy are emphasized throughout the course. Formal multi-paragraph essays and several shorter modes of writing, such as summaries and reactions/reflections, comprise required writing assignments that revolve around the themes present in the texts and web research.

The product and process of the technology in this course have been designed to promote both autonomous and collaborative learning. This approach has been shown to "empower students to continue their own learning and communicative innovation outside the classroom" (Warschauer, 2002, p.454).

Introduction to the Course

At the beginning of the semester, students are given an overview of the course materials including an introduction to the WebCT component of the course. Many ELLs have not had the opportunity to use computers and the Internet in the classroom before and can be quite uncomfortable with the interface. When meeting in a computer lab, these students can be grouped together to work on basics such as downloading and attaching documents,

while others who are more adept at technology can engage directly with the content by accessing the course website to begin working on assignments. These more technologically skilled students often act as facilitators for classmates. In addition, St. Petersburg College offers a Learning Support Center where students can be referred for additional tech tutoring if needed.

One benefit of using an online course management system is that the course website is secure. Registered students log on with a password and have instant access to all of the course information that would typically be handed out in class. Similar to an online course, the home page includes a description of the course, objectives, requirements, policies and materials. Students can also navigate to the course syllabus, a course calendar, a week by week assignment guide, e-mail, a discussion board, an assignment drop-box, additional resources, weekly cyber quizzes, and much more. Links to external web resources include online dictionaries, an online thesaurus, grammar websites, MLA documentation sites and online writing labs (OWLs).

The Tools of the Trade

Several tools provided within most course management software systems originally designed for distance education courses can be effectively integrated into a face-to-face classroom to promote collaborative learning in a content-based approach. The novel use of technology and constant access to course materials from outside is generally enough to get students interested.

Content Modules

Most online course components move students through content in modules with similar structural designs that students can easily follow. This Advanced ESOL course is designed with a link to a separate page for each week of the semester. Besides listing assignments, these weekly work pages contain links to credible websites related to the content being studied, cyber quizzes, and extra practice or help relating to necessary academic skills. Likewise, visuals and videos related to the content are incorporated into the content pages. A typical weekly page begins with

the reading and writing assignments for the week. For example, in Week 2 of the semester, students are first given an essay to read from *Making Peace, An Education in Language*, by Richard Rodriguez. After reading this essay, students are directed to complete a short cyber quiz that checks reading comprehension. Then students are instructed to link to a summary of this essay, which has been created as a cloze exercise. Students have to complete the summary with vocabulary from a supplied word bank. An additional link allows students the opportunity to listen to Rodriguez deliver his essay *A Cultural Identity*, which can be downloaded from the *Jim Lehrer Online Newshour*. Finally, students are given a writing assignment that is linked in theme and mode to Rodriguez's narrative essay.

The content pages also guide the students in using the Internet to search both the World Wide Web and library databases for information that is used to create both multimedia/ multigenre, and traditional research reports. For example, each student is asked to do preliminary research on a topic related to the content and context of *A Farewell to Arms*. The student learns how to narrow a topic down to something manageably researched. Throughout the course, students learn both research and documentation techniques that enable them to write five short essays and one longer research report. Essays and research findings are often posted on the website to be shared with classmates.

Grades

One of the most beneficial features of sophisticated web-based course management is that it can provide immediate feedback for students. After taking an online quiz, students can instantly view their grades and receive corrective feedback online. Furthermore, the software allows the instructor to manually enter additional grades from non-cyber assignments, and at any given point in the course, students can access their grades and review quizzes. Then at the end of the course, students have an electronic record of all of the grades they have received throughout the semester.

Discussion Board

The discussion board tool is perhaps the most versatile of all. It can be utilized both during and outside of class for spontaneous communication and planned activities that promote collaborative and individual learning. This tool provides a forum where students can question ideas and faulty logic "in more objective and reflective ways than might be possible in a face-to-face context" (Garrison & Kanuka, 2004, p99). For example, in the advanced blended course, students discuss answers to reading comprehension questions or analyze chapter summaries for the novels read during the semester. Via the discussion area, groups also collaborate from home to write summaries of the essays they read in *Making Peace*. This activity promotes peer teaching and learning among students. The instructor can log on and read the postings, commenting where necessary, and plan lessons for class time that will clarify common weaknesses or highlight strengths in student writing. The capacity to share and store files and compile discussions conducted throughout an entire course carries tremendous potential for learners in blended courses.

The discussion tool can also be used to share and evaluate Internet research. During half of the semester, students read and study Ernest Hemingway's classic novel, *A Farewell to Arms*. Each week students are directed to links about Ernest Hemingway and World War I that contain additional authentic readings, which are then discussed via the discussion board tool within WebCT. Sometimes students are asked to do their own Internet search, and share interesting and relevant website URLs with the rest of the class via the discussion board.

Cyber activities need not eliminate collaborative learning; in fact, collaborative learning techniques such as jigsaw activities can be used to engage the students in a group cyber activity. A jigsaw is a collaborative learning technique where each student contributes an essential part needed to complete and understand the final product. Doing a jigsaw via the computer rather than on paper promotes the technology skills students need while they are learning and sharing content that serves as the comprehensible

input necessary for language acquisition (Krashen, 1985).

An online vocabulary jigsaw using the discussion tool works well to help students grasp vocabulary in context. For example, in the Advanced ESOL course, from each chapter in *A Farewell to Arms* words were selected that could be problematic for ELLs. The vocabulary list was posted as a link from the homepage. For each section of the book, students work in groups to become experts on part of the list. For each word that they are assigned they find the word within the context of the book, copy down the original sentence, identify the part of speech, and find a definition that corresponds to the way it is used in the context of the novel. To find the definitions, students are encouraged to use an online dictionary such as *www.m-w.com*, the Merriam-Webster dictionary, which allows them to look up meanings easily and hear unfamiliar words pronounced. Finally, students post all of this information to the discussion board online. Each group then has access to the other group's expert analysis. There are many other fabulous online sites such as *www.visualthesaurus.com* that motivate the students to find out more about new words. A link to all such reference sites can easily be added to the course website for the students.

E-mail and Online Chats

E-mail and online chats have been shown to play an important role in second language learner education and can be used to develop both casual and formal discourse (Reynolds, 2004; Yuan, 2003). WebCT course management software includes internal e-mail and chat capabilities for all members of the course. These are useful tools for communicating one-on-one with students outside of class and can also be used to create additional opportunities to promote meaningful communication and language use between students (Yuan, 2003). In this Advanced ESOL course, e-mail is used to send students feedback, answer questions, and send attachments such as special handouts or PowerPoint files for review. The students often use e-mail to turn in assignments or essays electronically. E-mail activities are only limited by the imagination.

The following example is a jigsaw variation that

ended in a review file that all the students received via the course's e-mail. For vocabulary review, students had to find images on the Internet that represented the vocabulary words their jigsaw group was assigned. Each group compiled images into a PowerPoint presentation that was sent via e-mail and then the other groups had to guess which words were represented by the images. At the end, all of the Power Points were combined into one file that was e-mailed to all of the students for review.

Cyber Quizzes

Finally, weekly WebCT practice quizzes that check vocabulary acquisition, reading comprehension, and grammar skills are available for students to take as often as they need. These quizzes can be done anytime online, in class, or at home. The technology allows for instant grading and feedback for the students. This wonderful autonomous learning tool aids in gaining valuable class time that can be dedicated to other work.

STUDENT FEEDBACK

At the end of the Fall 2004 course, students were asked to take an anonymous survey via WebCT to evaluate and give feedback about the course. Student responses were overwhelmingly positive and supported the theories behind both CBI and Blended Learning. Out of 14 students, 13 would recommend the course to other students. Eleven students felt more confident about their computer skills, and 13 felt more confident about their writing. Ten respondents said they would like to take another blended course.

Open-ended feedback collected during the past two years indicates that students are very thankful to have an organized and preplanned online site that offers them an overall sense of the semester at a glance, as well as updated information about the course each week. Furthermore, this information is accessible at all times from any Internet connection.

CONCLUSION

For this course, activities that are meaningful and motivating have been carefully organized and

designed to be directly related to the core content. Although more research still needs to be done to substantiate this claim, blended learning combined with content-based instruction is proving to be a powerful approach to second language learning and the development of multiliteracies. The possible designs and tasks used for a blended environment are only limited by imagination; however, instructors should plan the course carefully to ensure that the technology is being used to promote learning both the content and computer skills needed for academic success. Implementing technology-based instruction around a particular content area is a time consuming yet rewarding task that will transform the learning process. Blended learning environments should not be undertaken simply to teach the same English skills better than before, but rather because the mastery of technology is now seen as an essential part of the English curriculum (Warschauer, 2002). The use of technology in a CBI ESOL classroom can promote optimal opportunities for content learning, language development, and computer literacy.

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LEP AT-RISK STUDENTS ATTENDING ALTERNATIVE EDUCATION PROGRAMS: AN ESOL CASE STUDY INSTRUCTIONAL MODEL

This article describes an instructional model designed to teach English to speakers of other language (ESOL) students who are enrolled in academic, behavioral, or juvenile justice elementary and secondary alternative education programs in a geographically large Florida school district. The model allows the departmental ESOL staff to provide direct instruction and support services in a variety of settings throughout the district. Preliminary data indicate that the model is successful in promoting student gains on standardized tests.

Educational Reform for At Risk English Learners

Setting

The Department of Alternative Education, located in a large Florida school district, serves approximately 2500 at-risk K-12 youth at 20 program sites and one alternative school throughout the district. Six additional alternative education schools of choice exist within the school district and are referred to as the "Big Six". However, this case study will only address the Department of Alternative Education's 20 program sites and one school. Educational provisions include alternative educational settings conducive to academic, behavioral, and/or emotional advancement within adjudicated and contracted school district

schools or classrooms.

The Department of Alternative Education has experienced growth, reductions, leadership changes, and restructuring within the past five years. Currently, the Department of Alternative Education staffs 21 locations, including five elementary schools. Personnel include an administrative staff consisting of a director, two principals on assignment, five managers, three assistant principals, one court liaison, two specialists, resource teachers, psychologists, data processors, translators, secretaries, and teachers. The one departmental school is a facility for juvenile male offenders. A principal, assistant principal, counselors, data processor, secretary, and teachers are assigned to the school and classes are conducted in a traditional setting within the facility. Students receive direct

instruction and computer-assisted instruction.

The School District enforces a "zero tolerance" rule; students in grades 6 to 12 who violate drug, alcohol, or weapons restrictions may be sent to one of the four expulsion contracted sites until a final decision is made regarding the case. Students in kindergarten to grade 5 who are in violation of expulsion offenses may be sent to one of five elementary transition sites. Students with juvenile justice charges may be sent to the detention center, a drug or alcohol rehabilitation center, jail, or the boys' or girls' correctional facilities. Students may remain in an alternative education setting from one day to three years, depending on their individual situations. Non-adjudicated youth may attend an alternative high school program situated at a local mall or a marine academy. During this time, the school district or contracted agencies provide educational services to the students. The Department of Alternative Education provides direct instruction and support services to juvenile justice, therapeutic intervention, and choice sites or schools.

The Population

At-risk youth include students who have been adjudicated, are pending adjudication or expulsion, are in therapeutic settings, or are found in academic settings that are designed to prevent students from dropping out of school. ESOL (English for Speakers of Other Languages) refers to the program of study that provides support for LEP (Limited English Proficient) students from kindergarten to grade 12. The ESOL/LEP students in this case study attend alternative education programs at the 21 Department of Alternative Education locations.

Young & Brozo (2001) provide evidence that at-risk youth are primarily males. Foley (2001) concurs with Young & Brozo (2001) and states that 86.5% of the more than 100,000 delinquents placed in juvenile facilities annually are young men. Foley notes that 40% of these young men are from ethnic minority backgrounds. The population in this case study is primarily young Haitian-American or Hispanic-American male at-risk youth. The females in the case study are also Haitian-American or Hispanic-American at-risk youth. Many of these ESOL/LEP students are categorized as exited (LZ) or exiting

(LF) ESOL students. Approximately 100 students receiving direct ESOL instruction at the 21 sites are classified as beginning to intermediate level (LY) ESOL proficiency students.

Serving At-Risk ESOL Students

The League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree, United States District Court for the Southern District of Florida, August 14, 1990, Florida State Statute Section 233.058, and Florida State Board of Education Rules 6A-6.0900 to 6A-6.0909 mandate ESOL services for eligible Limited English Proficient (LEP) students. The Consent Decree specifies the structure for providing equal access to all educational programs for LEP students. Thus, eligible LEP students within alternative education programs must have equal access to programs and services. The Department of Alternative Education began addressing the specific issue of serving LEP students at the 21 sites in a more effective manner in the mid-nineties. In the late nineties, an ESOL Team was added to the Department to ensure that all LEP students would receive services, regardless of the setting. During 2002-2003, a teacher and a translator were added to the ESOL Team. In June 2003, the new teacher was removed from the budget due to financial shortfalls throughout the district. On June 30, the ESOL/Reading Specialist retired and was not replaced. By reconfiguring staff duties and adding ESOL instructional software to the computer servers at every alternative educational site, LEP student services continued. The ESOL Manager and district Computer Software Specialist conducted training in ESOL strategies and the use of ESOL software. Additionally, the Principal and Assistant Principals monitor teachers' lesson plans to ensure that the ESOL strategies, including software, are being included for all LEP students.

Related Research

Characteristics of most at-risk ESOL/LEP Alternative Education students are described in popular research that highlights all at-risk students. One study by Sanger, Moore-Brown, Magnuson, & Svoboda (2001) investigates the prevalence of

language problems among adolescent delinquents. Although participants of this study were primarily female Caucasians, the authors found that most were from poor or working class families and 37.3% met criteria for special education services. In a review of literature concerning effective instruction as a component of violence prevention in schools, Scott, Nelson, & Liaupsin (2001) found that disruptive behavior, poverty, less educated parents, and living in homes where reading is neither valued or modeled are demographic variables consistent with potential academic failure. Findings also point to the presence of family stressors such as drug or alcohol abuse, divorce, and physical, sexual, or emotional abuse as indicators of potential failure. Because the demographics are similar, findings of these studies appear to be applicable to English learners as well as native English speakers.

Students who are in at-risk programs enjoy the same literature as students in mainstream classrooms. In a pilot program for youth in a Portland Oregon juvenile correctional facility, Madenski (2001) found that teens on the "inside" love the same stories as teens on the "outside." Unfortunately, none of the literature provides information specifically related to LEP or ESOL students.

Kortering, Braziel, & Tompkins (2002) concur with these findings for at-risk youth in their interviews of 33 students with behavioral disorders. Their interviewees had a history of grade retention and school suspension. The participants tended to have a limited potential for success in high school, a negative schooling experience, and limited access to academic support. Webb found a correlation between criminal behavior and illiteracy Malmgren and Leone (2000). reviewed a national study of reading skills of juvenile delinquents (Project READ) that reported incarcerated youth read, on average, at the 4th grade level.

Credit (2002) states that Tyner, Wright, & Escalona reviewed thousands of documents, and interviewed dozens of staff members and juveniles for their report on crime, families, and school problems. They found "extraordinarily high rates of reading and learning disabilities, mental retardation and high rates of kids with mental health problems." In a review of books

for youth in detention centers, Krueger (2001) found that reading in cells has been banned in Florida, although adult inmates are permitted books in their cells. Youth spend hours in their cells, sometimes in "lockdowns" with nothing permitted in the cells. These youth spend about 10 to 12 hours per day in their cells without access to books, televisions, or radios.

THE CREATION AND/OR MAINTENANCE OF THE CASE STUDY INSTRUCTIONAL MODEL

Establishing the Learning Community

In 1999, the Department of Alternative Education served all students assigned to Alternative Education, including those at the "Big Six" schools. A larger staff was present at that time, but with a different configuration than that of the current staffing. The ESOL Team consisted of a manager, a specialist, four resource teachers, and two translators. The four resource teachers provided monitoring and compliance services, but did not provide direct student instruction. A consultant evaluated the department at the request of the school board members. Changes recommended by the consultant were unequivocal and not subject to suggestions or interpretation by departmental staff. The consultant moved the ESOL Resource Teachers to program sites as Site Coordinators. This move removed them from the focus of their original duties, which were to provide ESOL monitoring, compliance, and LEP student record-keeping services. Thus, the ESOL Team was reduced to three members, an ESOL/Reading specialist whose duties were enhanced to meet the needs of all students enrolled in Alternative Education, and two translators (Haitian Creole and Spanish). The Haitian Creole Translator also left the department for another job, leaving a vacancy that was not filled during a district hiring freeze.

Key Players

In 2001, a new Alternative Education Director determined that the ELL students were not receiving adequate support services from the small team of two remaining ESOL staff members. Therefore, the

Director met with an Assistant Superintendent and another director to develop a plan to increase services. The former ESOL Manager was invited to return to alternative education to build a new ESOL team, restructure services, and ensure ESOL compliance for the Department of Alternative Education LEP students at the 21 departmental sites. The "Big Six" schools would continue receiving services through the five District Area offices and their ESOL staff.

Although the numbers of LEP and former LEP students are lower in Alternative Education, roughly three per cent as compared to twelve per cent in regular schools, the first through twelfth grade LEP students are distributed among 21 sites located within a vast geographic area. Driving from the office to the farthest site could entail more than 100 miles round-trip. Further, the student population is mobile, especially at the Regional Detention Center, where students may remain from one day to several months, depending on the adjudication process. The majority of the ESOL/LEP students are male. However, there are females who attend school at the elementary sites, transition (expulsion) sites, schools of choice, the Detention Center, jail, a girls' correctional facility, and therapeutic sites for drug and alcohol rehabilitation. The number of girls receiving services is approximately 1/10 the number of boys. However, many of the female students are in long-term care for up to 3 years in the juvenile justice system.

Approximately 50% of the ESOL students in alternative education are identified as Exceptional Student Education (ESE) students. Each ESOL student in Alternative Education brings multifaceted complexities of needs to be addressed by the ESOL Team. Many ESOL students are non-literate or semi-literate in English, falling more than two grades behind in their academic subjects. Some are non-literate in their home languages as well. Although they may possess what is termed by Cummins (2000) to be "social language" or Basic Interpersonal Communication Skills (BICS), their "school language" or Cognitive Academic Language Proficiency Skills (CALPS) is usually underdeveloped. This often leads to failure in a regular classroom without the implementation of specific methods and strategies to assist LEP students

with second language acquisition

LEP students assigned to the Department of Alternative Education need not only education, but also behavioral, cultural, and/or emotional intervention. Some of the students are adolescents who have been in the United States less than a year, may have obtained little formal schooling, and may have been exposed to multiple traumas prior to arriving in the United States due to violence, immigration processes, or a troubled home life. Others may be young children who act out due to misunderstandings of the language or culture, differences in parenting styles, home situations, or learned aggression.

Critical Incidents

The 2002-2003 ESOL Team staffing configuration changes allowed the staff to provide direct and support services for LEP ESOL students. LEP LY (beginning to advanced proficiency levels) students could receive individualized or small group instruction or tutorials. State and locally mandated services included the determination of appropriate ESOL identification, placement, and provision of appropriate academic ESOL services, home/ school communication in the language of the parent or guardian, home language support within the classroom for students who are beginning English speakers, support to encourage parent/guardian involvement, monitoring of ESOL services, and follow-up for former LEP students.

The Department of Alternative Education Spanish and Haitian Creole bilingual translators provide translation and interpretation services for students and their families in order to assist with accurate registration, placement, and home/school communication. They also provided links to social service agencies within the local community for students and their families. The Department of Alternative Education Translation Team coordinates language support for Portuguese, Turkish, Russian, K'anjob'al, and speakers of other languages as needed. Additionally, the translators attend court hearings with the students to ensure communication links between the student's educational needs and court placements.

Serving ESOL students in alternative education can be challenging due to the backgrounds from which

students come, the lack of parental involvement in many cases, and the severity of academic needs. The Department of Alternative Education ESOL Team further addresses academic, language, and social service needs (through community linkages). The primary populations served are Haitian Creole and Spanish speaking at-risk youth. Portuguese is the third most common language, although some Spanish speaking students also are fluent in K'anjob'al, or other native Mayan languages. The school district's translation team provides necessary translation services for students who speak languages other than Haitian Creole, French, or Spanish. The Alternative Education interpreters provided LEP students and their parents with linkages to community health and social welfare services on an "as needed" basis. Translators are advocates for the students, often acting as liaisons between the school system and parents, students, or the community.

At the end of the 2002-2003 school year, the ESOL/Reading specialist retired. Secondly, due to a budget reduction, the Department of Multicultural Education placed the Spanish-speaking ESOL teacher on the district's involuntary transfer list. In 2004, the Resource Teacher was returned to the department permanently. Thus, the ESOL team now includes a manager, a resource teacher, two itinerant ESOL teachers, two translators, and a bilingual secretary.

THE CASE STUDY INSTRUCTIONAL MODEL

Addressing the Issue

In order to continue meeting the needs of ESOL students at the 21 sites, a readjustment of services had to occur. The sites are located throughout the School District in a geographical area that is approximately 60 miles long and 70 miles wide. It would be impossible for the staff to cover each site in one day. The only way for the ESOL staff to cover the sites was to adjust the duties and assignments. It was also prudent to include the addition of computer-assisted instruction using ESOL language arts software. The ESOL staff began meeting on a regular basis to review individual student cases, adjust case-loads, and examine ways to meet

LEP student needs. The Spanish-speaking translator who had an extensive background in social service and court relations became the Court Interpretation Liaison. She coordinates other language translators, as needed. Thus, the Haitian-Creole speaking translator is able to provide tutorials when the court and school translation and interpretation caseloads permit. Since youth court is primarily on Tuesdays and Thursdays, the Haitian-Creole translator provides tutorials on Monday, Wednesday, and Friday under the direction of the ESOL resource teacher, who recently passed the certification test for Exceptional Student Education (ESE). This is an asset because approximately 50% of students in alternative education settings are registered in ESE programs in addition to ESOL.

The teachers and the manager meet with the translators to analyze student cases. Beginning level LY students are given the highest priority for direct instructional services. All students receive court translation and interpretation services as needed, monitoring of ESOL services, ESOL testing, and standardized-test accommodations as deemed necessary by the LEP committee, and social service referrals. However, classroom teachers have the ultimate responsibility for direct ESOL instruction for the majority of the students, especially the LF students. Within the district, all teachers are required to meet the Florida Consent Decree training and certification requirements. Additionally, the ESOL team provides updates, consultations, and resources. The ESOL staff has created an ESOL library with books for all level ESOL students. The books may be used by the team, the students, or their teachers on a checkout basis. The resource teacher and manager assist teachers and staff in the use of ESOL methods, strategies, materials, and software. The secretary assists by ordering and returning student files and by downloading student information for the staff. She also maintains the inventory records of incoming and out-going student files. Finally, she is in charge of the ESOL library. Recently, a publisher provided student textbooks and teacher resources for every level of the newly adopted literature series.

The Case Study Instructional Model permits the team to provide individualized services, according to

each LEP student's academic and social needs. Three recent high school graduates in the jail and one in the drug rehabilitation program were LEP students. One student who began her academic career in the 8th grade in jail, is now in a regular high school and has passed the FCAT mathematics test.

Related Research

Webb (2001) reports that Castillo et al. conducted a literacy program with computer assisted instruction for about 30 students in a juvenile justice program in New Mexico which has made a difference in reading and behavior. On the contrary, however, Krueger (2001) reports that the improved behavior of youth has decreased since books became "off limits" in their cells. Howell (1999) reviewed programs in Philadelphia showing that just 30 minutes of daily reading with or to a child significantly increased the child's reading ability. The audio and video components, games, and puzzles included in the computer assisted reading software provided immediate results and rewards.

Working Smarter

For LEP students within the Department of Alternative Education program, a vision for the future of ESOL services must include a continuation of direct instructional and tutorial services to those students who are performing at critically low levels in academic content areas, especially reading. The past practice within the department had been to address monitoring of student records for compliance as the first priority. This is essential and must be carried out. However, the first priority of an educator must be the academic advancement of the student. Therefore, the new process is one in which monitoring for compliance is maintained, but students' academic performance is prioritized. According to LEP students' entry reading scores, it appears that English learners need direct assistance to reach the same levels of performance as their peers.

To address the change in priority for the ESOL Team, a second improvement was implemented within curricula and materials according to the LEP students' ESOL reading levels. The former practice was to work with whatever materials the classroom teacher provided to assist students in "keeping up"

with their English-speaking classmates. Software for computer-assisted instruction was needed at all sites, especially the middle and high school settings which did not have as much ESOL support as the elementary sites. The software includes an ESOL language arts package, a computerized ESOL dictionary for all grade levels, and a reading software package for grades 6 – 12. Additionally, all students are able to access a national internet-based program for high school credit that includes an ESOL program and a beginning reading program.

Measurable objectives for the interventions implemented included:

- 1) 100% of the long-term (45 days – 3 years) LY LEP students enrolled in Department of Alternative Education programs will be pre- and post-tested using the SRI and listed in the appropriate sub-category database at each site.
- 2) 100% of the long-term (45 days – 3 years) LY LEP students enrolled in Department of Alternative Education programs receive ESOL language arts software instruction from qualified staff, beginning on or before their 20th day of placement.
- 3) 100% of the long-term LY and LF LEP students receive computer instruction in ESOL and/or reading, according to their need.
- 4) 100% of the long-term LY, and LF students enrolled in Department of Alternative Education programs will receive monitoring services, including examination of SRI and report card grades to determine instructional services.

POLICIES CHANGED AND/OR CREATED AS A RESULT OF THE CASE STUDY INSTRUCTIONAL MODEL

Regulatory Policies

No school and/or district regulatory policies have been or need to be changed to provide ESOL services for Alternative Education LEP students.

Educative Policies

No school and/or district educative policies have been or need to be changed to provide ESOL services for Alternative Education LEP students. However, some procedures have changed, including the following:

- Classroom teachers provide ESOL instruction and document the strategies in their lesson plans;
- Each site ensures that LEP LY students will have access to and assistance with ESOL software applications;
- The Alternative Education ESOL Team provides resources, training, and assistance to classroom teachers for ESOL LEP students;
- The Alternative Education ESOL Manager and resource teacher analyze SRI pre- and post-test data and make program adjustments as necessary.

SUMMARY

Development of the Alternative Education ESOL Case Study Model included an examination of existing practices and services to ensure compliance and instructional services for at-risk youth enrolled at 21 alternative education sites within a large Florida district. Despite reduction in funding, the model permits a configuration of staffing that allows monitoring, compliance, direct instruction and referral services. The ESOL Team is proactive in its efforts. The ESOL Team requested and acquired ESOL language arts, reading and dictionary software for each site. The Team examined its duties and came to a consensus regarding duty reassignments. Further, the manager enlisted computer software specialists to assist with training at no cost to the department. Practices have been changed to include:

- A study of SRI pre- and post-test scores, as well as report cards, to determine student services
- The provision of direct tutorial services for all LY LEP students at 21 sites, using a staff of three teachers and two translators.

- Social service referral links for all LEP students on an individual-need basis

The Alternative Education ESOL Case Study Model is in the second year and has realized an increase in student grades and test scores as evidenced by report card checks and a study of LEP student data. The data reflect that LEP students averaged a 12.17 normal curve equivalency gain on the SRI reading test. This was a slightly higher average than their peers during the same test period. The ESOL Team believes that this is a direct result of the realignment of services to include direct individualized academic and computer assisted instruction.

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Sheila D. Acevedo has served as an ESOL teacher, administrator, and adjunct professor in Florida since 1972. Acevedo has developed ESOL and bilingual programs for K-12, full-service schools, family literacy, native language literacy, refugee education, workplace development, and adult education. She is currently the ESOL Manager for Alternative Education in a large Florida school district and a doctoral candidate at Nova Southeastern University in West Palm Beach, Florida. She is a founding member and past-president of Sunshine State TESOL. Ms. Acevedo is the vice-president of Palm Beach County TESOL, a frequent presenter for state and national TESOL, and a co-chair for TESOL 2006 in Tampa, Florida.

Reviewed by Ann Jackman

ESSENTIAL LINGUISTICS: WHAT YOU NEED TO KNOW TO TEACH READING, ESL, SPELLING, PHONICS, AND GRAMMAR

BY D. E. FREEMAN AND Y. S. FREEMAN
HEINEMANN, 2004

Essential Linguistics, authored by Drs. David and Yvonne Freeman, is an indispensable tool for any contemporary educational practitioner. Freeman and Freeman offer a structured composition of the depth and breadth of the expansive and often complicated domain of linguistics.

The book is divided into nine major chapters of assorted lengths. These chapters include: First Language Acquisition, Written and Second Language Acquisition, English Phonology, Implications from Phonology for Teaching Reading and Teaching a Second Language, English Orthography, A Linguistic Perspective on Phonics, English Morphology, Implications from Morphology for Teaching Reading and Teaching a Second Language, and English Syntax.

Freeman and Freeman offer readers their motivation for compiling this book. "We have written this book to help dispel these fears about linguistics." The authors further add, "Our primary goal is to turn key insights from linguistics into what Krashen (1982) calls comprehensible input." Evidence that the authors have attained their goal in *Essential Linguistics*

can be observed in two distinctive ways. Foremost, Freeman and Freeman have clarified fundamental elements of linguistics in simplified, reader-friendly terms. Subsequently, they have concentrated on those essentials of linguistics that have relevant and practical classroom applications. The authors impart this material in such a realistic approach that the associations between linguistic theories and best teaching practices are readily met. The text provides a myriad collection of specific examples of activities that pertain to linguistic concepts to teaching reading, spelling, phonics, and grammar to all students, including English language learners.

Consequently, the authors present their readers with several reasons why the study of linguistics is so imperative. These include the fact that language is one of the elements that distinguish us as humans. They further add that the more that educators know about how language works, the more effectively they can help their students learn. Additionally, they offer the idea that the study of language is interesting and that every learned individual should have a significant foundation in language.

I had the opportunity to use *Essential Linguistics* in a graduate Applied Linguistics course at Lynn University. The students in the course responded tremendously to this text. I believe that *Essential Linguistics* is the best textbook currently available in this field. I enthusiastically recommend *Essential Linguistics* to any college professor or any educator who would like to enhance their knowledge of both practical and theoretical applications of linguistics.

The Author

Ann Jackman currently serves as the West Area ESOL Coordinator for Palm Beach County Schools and as an Adjunct Professor for both FAU and Lynn.

Reviewed by Oneyda M. Paneque

TEACHING ENGLISH LEARNERS: STRATEGIES AND METHODS.

BY DIAZ-RICO, L. T.
PEARSON EDUCATION, 2004.

This text offers a comprehensive overview of the process of teaching English learners. This is an excellent resource for an introductory course in TESOL or review for practitioners in the field. One note worth mentioning is that throughout the text, Diaz-Rico uses the term English learner because she explains the English Language Learner is redundant.

There are 15 chapters in the text. Chapter 1 is an introduction to the topic and Chapter 2 examines the teacher's role as a critical pedagogist. Chapter 3 presents learning theories and different language teaching methods organized from the perspective of the social sciences: philosophy, psychology, anthropology, sociology, and postmodern pedagogy. Chapter 4 provides information on performance-based learning, whereas Chapter 5 describes learner strategies and teaching that focuses on the learner using indirect and direct strategies, as well as content area instruction to teach English as a second language. Chapter 6 focuses on the four language skill areas: reading, writing, listening, and speaking. Chapter 7 examines the learning process through the use of the imaginary. Examples of art, drama, poetry, and music are given, which stimulate learning and make the process more enjoyable. Chapter 8 provides a

history of the English language, focusing particularly on grammar, and includes ideas for teaching grammar by integrating language skills. Chapter 9 discusses language teaching from a cultural perspective. In Chapter 10, elements of classroom discourse are presented, and in Chapter 11, there is an interesting examination of dual-language proficiency. Variations in the English language, i.e., dialects and registers are addressed in Chapter 12. In Chapter 13, issues related to building a community of learners and strengthening family involvement are discussed. Chapter 14 is devoted to project-based learning, which is an excellent way to make learning meaningful for the English learners. Lastly, Chapter 15 incorporates the concept of service learning to learn English, which helps students become involved in the community and develop a sense of belonging.

Throughout the text, Diaz-Rico has identified 15 metastrategies, one for each chapter, with 68 corresponding strategies and tactics which are recommended practices to implement the strategy. These metastrategies, strategies, and tactics are very useful and will help guide teachers, especially those with limited experience with English learners.

A point of clarification is that Puerto Rico is not

a colony of the United States (see p. 18), although the source used by the author does refer to it as such. It is a commonwealth of the United States and because of its relationship to the United States, English is taught beginning in kindergarten through the 12th grade, although many Puerto Ricans living on the island do not become fluent in English. The political status of the island continues to be controversial and issues regarding language policies and practices are at the forefront of the discussions.

Overall, this text is rich with information, strategies, and ideas for working with English learners. It is well organized and presents thorough descriptions and explanations of the complex process of teaching and learning for English learners. The text is well documented offering a balance between theory and practice, evidence that Diaz-Rico is an expert in the field. I highly recommend this text and am certain that teacher educators will appreciate such a concise, clearly written text.

The Author

Oneyda M. Paneque, Ed.D., is an assistant professor at Barry University, Adrian Dominican School of Education, Graduate Education and Research Department.

Book Review Guidelines

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- 📖 Reviews should be a maximum of three double-spaced pages.
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- 📖 A cover letter should provide the author's name, postal and e-mail address, telephone number, and a brief (25-word) biographical statement.
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- 📖 Send reviews to Dr. John M. Graney, Book Review Editor, Santa Fe Community College, 3000 NW 83rd St, Gainesville, FL 32606 or e-mail to john.graney@sfcc.edu

DEADLINE FOR SUBMISSION OF BOOK REVIEWS IS FEBRUARY 2, 2006.

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Sunshine State TESOL Graduate Student Research/Publication Grant

Who's Eligible: All current SST members who are enrolled in a TESOL, TEFL, Linguistics or related graduate program and who are currently completing a masters or doctoral thesis or a substantial research paper relevant to the fields of ESL or EFL.

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Supporting Documentation: With your application, enclose one sealed letter from your graduate project supervisor that (a) describes and comments on the merit of the project and (b) indicates the status and confirms approval of the project.

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The board of the Sunshine State TESOL Journal invites you to submit manuscripts for publication in a Special Topics issue on Assessment and Accountability: Trends and Issues for ELLs. This publication would address research and scholarly discussion of ways that current accountability systems shape the schooling experiences of ELLs and teachers of ELLs, creative and innovative ways of assessing ELLs' academic, language, and literacy progress (in L1 and L2) as well as approaches to assessing teacher preparation for linguistically and culturally diverse learners.

- Manuscripts should be well written, clearly organized, and carefully proofed.
- References should be supplied at the end of the manuscript, and the manuscript should follow the format guidelines described in the Publication Manual of the American Psychological Association, 5th Ed. (2001).
- Manuscripts should be no longer than 12-15 double-spaced pages.
- An abstract of 150 words or less should accompany each manuscript.
- A biographical statement of 50 words or less should be included for each author. Information should include current job or title, institution, degrees held, professional experience, and any other relevant information.
- Three copies of the manuscript should be submitted with no name indicated on the manuscript. Please include a cover letter with the name, postal and e-mail address, and phone number of the first author (or other contact) clearly noted.
- Manuscripts may be submitted in electronic format on a 3.5 floppy or 100MB zip disk, or as an e-mail attachment in Microsoft Word or Rich Text Format. Camera-ready figures and tables are requested.

DEADLINE FOR SUBMISSIONS IS AUGUST 1, 2005.

A panel of TESOL professionals referees the Sunshine State TESOL Journal. Please direct questions to Dr. Ester J. de Jong, edejong@coe.ufl.edu.

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The Sunshine State TESOL Journal

The *Sunshine State TESOL Journal* is a refereed journal published annually by the Sunshine State Teachers of English to Speakers of Other Languages, Inc. The main purpose of the Journal is to provide a forum for TESOL professionals to share ideas and research on second language teaching and learning. The *Journal* welcomes submissions of manuscripts based on research projects, classroom practices, conference presentations, and other professional activities of substance and interest to the general membership.

A double-blind review process is used in which submitted manuscripts are distributed by the editor to two-three reviewers with expertise in the areas addressed in each manuscript. Written comments by reviewers and a recommendation on acceptance are returned to the editor, who then communicates the comments and decision on acceptance to the authors.

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- ✓ The manuscript should appeal to the instructional, administrative, or research interests of educators at various levels, such as adult education, or K-12 issues.
- ✓ The manuscript should be substantive and present new ideas or new applications of information related to current trends in the field.
- ✓ The manuscript should be well written, clearly organized, and carefully proofed.
- ✓ A complete reference list should be supplied at the end of the manuscript, and the entire manuscript should be formatted according to guidelines in the *Publication Manual of the American Psychological Association, 5th Ed.* (2001).
- ✓ Manuscripts should generally be no longer than 15-20 double-spaced pages.
- ✓ An abstract of 150 words or less should accompany each manuscript.
- ✓ A biographical statement of 50 words or less should be included for each author. Information should include current job or title, institution, degrees held, professional experience, and any other relevant information.
- ✓ Three copies of the manuscript should be submitted with no names indicated. Please include a cover letter with the name, postal and e-mail address, and phone number of the first author (or other contact person) clearly noted.
- ✓ Manuscripts may be submitted in electronic format on a 3.5 floppy or 100MB zip disk, or as an e-mail attachment. Please use a Macintosh-compatible program (e.g., Microsoft Word). Camera-ready figures and tables are requested.
- ✓ Send manuscripts to *Dr. Eileen N. Whelan Ariza, Journal Editor, Florida Atlantic University, Department of Education, 777 Glades Road, Boca Raton, FL 33431* or e-mail to eariza@fau.edu

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