Speaking to Many Voices:
Navigating the Combined WL/FL/ELL Methods Class

Paper available online at: http://web.utk.edu/~wiley/

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San Diego Convention Center, Room 7a
Friday, November 20, 2009
6:15-7:15 p.m.
**Session Summary:**

A presentation of that frequent (?) and growing (?) phenomenon: the methods class populated by WL or FL and ESL pre-service teachers. Our academic “two fer” means that we must consider course content based upon students’ different needs. Now, add to that same setting the future teacher of the heritage learner or the international student who wishes to teach EFL back home...! Is this even possible to accomplish? A discussion of theoretical and pragmatic responses framed by interactive participant activities and suggestions for syllabus design.

**Agenda:**

I. Welcome & Introductions

II. Session Goals

   A. The Combined Methods Sequence: Challenges/Opportunities

   B. “Situating” or Justifying Theory/Theories and Practices

   C. Exchange Ideas, Strategies, Support

III. Teaching Matters (verbal noun) & Teaching matters (sentence)

   A. “The Cheshire Cat” or “1066 and All That”?
      1. Phenomenon not recent, relatively unacknowledged “SOP”
      2. May derive from a variety of factors: Tradition, Numbers
      3. English is a “WL,” so FL = WL, so: let’s combine them
      4. Number of available faculty (& load), student “shrinkage”
      5. State mandates for add-on licensure also a factor
      6. NCATE influence for both WL/FL and ESL?

   B. Phramework for the Combined Sequence
      (“Look on the Bright Side of Life!” Monty Python, *Life of Brian*)
      1. Is this equitable for ESL or FL pre-service teachers?
      2. Is this equitable for the methods instructor?
      3. What mitigates against this arrangement? (Is this feasible?)
      4. What militates for its continuation? Is this our future?

   C. Phairly Phrequent Challenges (a.k.a. Der Geist des Trotzdems)
      1. Review of the Literature
      2. Points to Ponder

   D. Phriends in Many Places (“You gotta have friends...”)

IV. Concluding Remarks
"Which road do I take?" (Alice)
"Where do you want to go?"
"I don't know," Alice answered.
"Then," said the cat, "It doesn't matter."
## Comparing the ELL to the FLL

<table>
<thead>
<tr>
<th><strong>ELL:</strong></th>
<th><strong>FLL:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K-12 schooling is required</td>
<td>Mostly elective; in 9-12, then 6-8,K-5</td>
</tr>
<tr>
<td>Multiple entry points necessary, and</td>
<td>Fixed or controlled entry prevails, and</td>
</tr>
<tr>
<td>Multiple calendar entries necessary</td>
<td>Fixed or controlled calendar entry</td>
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<tr>
<td>High potential for transience</td>
<td>Low transience, very stable</td>
</tr>
<tr>
<td>L2 (English) required for life in the USA</td>
<td>English=L1, L2 not req. for success</td>
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<tr>
<td>L1 knowledge perceived as deficit by some</td>
<td>L2 education seen as a desideratum</td>
</tr>
<tr>
<td>L2 education seen often as deficit education</td>
<td>L2 desirable, no mandatory SES loss</td>
</tr>
<tr>
<td>Diverse learner styles affirmed</td>
<td>Diverse learner styles considered</td>
</tr>
<tr>
<td>Culturally/economically isolated</td>
<td>Mainstream US/low minority enrolled</td>
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<tr>
<td>L1 literacy may not exist</td>
<td>L1 literacy exists</td>
</tr>
<tr>
<td>Drop-out risk at HS level high</td>
<td>Withdrawal rates after 2 years high</td>
</tr>
<tr>
<td>Parent/Home support exists</td>
<td>Same, but different</td>
</tr>
<tr>
<td>Learns L2 and content</td>
<td>Normally, language <em>qua</em> language</td>
</tr>
<tr>
<td>Content learning predominates</td>
<td>L2 studied, not content-dependent</td>
</tr>
<tr>
<td>High-stakes testing involved</td>
<td>Not high-stakes oriented</td>
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<tr>
<td>Curriculum in a continual catch-up mode, or based on state requirements</td>
<td>Curriculum is either teacher-created, standards-driven, or textbook</td>
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<td></td>
<td>mediated/standards-driven; may be sequential, articulated</td>
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<tr>
<td>Strategies abound</td>
<td>Strategies abound</td>
</tr>
<tr>
<td>4 Skills + 1 + 1 (US, School cultures)</td>
<td>4 skills + 1 (WL culture)</td>
</tr>
<tr>
<td>Register counts (social/academic English)</td>
<td>Register less important by far</td>
</tr>
<tr>
<td>Technologically behind (SES)</td>
<td>Usually not behind</td>
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</table>
Keys to Learning

- Academic challenge
- Active/collaborative learning
- Student/faculty interaction
- Enriching experiences
- Supportive environment
Twenty Practical Points for the Professor to Ponder

1. What should a one-semester syllabus contain? (Requirements, etc.)
2. Which text(s) to select? (Additional readings, also)
3. Video components, quantity and type
4. Field experiences, quantity and type
5. Standards, state, national, background, etc.
6. Background or history/societal issues related to L2 study, ESOL?
7. How to teach language, content, academic language and content?
8. What are “best practices?” What is “pacing” and “partner work?”
9. Assessment, its role and importance; how to assess progress?
10. Classroom management topics, from ethics to décor
11. Planning issues for dual language, immersion, FLES, SI, etc.
12. Teaching learning strategies
13. Reading to learn and learning to read
14. Learning strategies
15. Constructivism and agent shift from teacher to learner
16. Meet the parents
17. Multicultural subject matter and curricular considerations
18. Multisensory teaching
19. Vocabulary acquisition and Second Language Acquisition
20. Thematic teaching
Teacher Knowledge Base:

SLA, SLA in children, SLA for ELLs, Precepts

What is age-appropriate

Lesson and unit planning skills

Standards and standard deviations

Mandates, alignment, articulation, and group planning

Strategies and strategies teaching (multisensory techniques)

Visits, visions, and reflections (Video and Field experiences)

Background knowledge: What have you learned elsewhere about teaching, and how does it fit here?

Differences bet. ELL & FLL teaching & Heritage Learners

Language and Content

Language and Vocabulary (register and place and codes)

Reading, Writing and societal roles

Technology-related and Learning

Thematic Teaching
SAMPLE TESOL COURSE GOALS

I. LANGUAGE LEARNING: THEORY AND PRACTICE

- DIFFERENT ESL/EFL TEACHING METHODS
- CHARACTERISTICS OF THE (ADULT) ESL LEARNER
- EXAMINE AND INTEGRATE PAST AND PRESENT TEACHING EXPERIENCES
- DIFFERENT METHODS FOR DIFFERENT SITUATIONS/LEARNERS
- SECOND LANGUAGE ACQUISITION THEORY
- MAJOR ISSUES IN L2 PEDAGOGY AND IMPLICATIONS

II. TEACHING SECOND LANGUAGE SKILLS

- REVIEW OF PEDAGOGICAL LITERATURE RELATING TO THE LINGUISTIC SKILLS (I.E., LISTENING, SPEAKING, READING, WRITING)
- RELATIONSHIP BETWEEN LANGUAGE AND CULTURE
- UNDERSTANDING OF COMMON GRAMMATICAL PROBLEMS THAT ESL STUDENTS ENCOUNTER

III. PROGRAM DESIGN AND MATERIALS

- DEVELOP BASIS FOR DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF INSTRUCTIONAL PROGRAMS IN ESL/EFL
- ANALYZE TECHNIQUES AND MATERIALS
- CHOICE OF TEXTS AND PROFESSIONAL RESOURCE MATERIALS
- PRINCIPLES OF L2 TEXT CONSTRUCTION

IV. RESEARCH AND TECHNOLOGY

- RESOURCES FOR STUDY OF (ADULT) L2 LEARNING AND ORAL SKILLS INSTRUCTION
- TECHNOLOGY USE (HARDWARE AND SOFTWARE) FOR PREPARING AND PRESENTING LESSONS

*Based on information from a research study conducted by Grosse that examined the TESOL syllabi from 94 institutions.

<table>
<thead>
<tr>
<th>TESOL COURSE TOPICS*</th>
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<tr>
<td>(SHOWN IN ORDER OF REPORTED IMPORTANCE)</td>
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<tr>
<td>TRADITIONAL AND INNOVATIVE METHODS</td>
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<tr>
<td>THEORY OF LANGUAGE LEARNING</td>
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<td>WRITING</td>
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<td>CLASSROOM MANAGEMENT</td>
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<td>COMMUNICATION APPROACH</td>
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<td>MATERIALS EVALUATION</td>
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<td>LANGUAGE AND CONTENT</td>
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<td>ERROR ANALYSIS</td>
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<td>TECHNOLOGICAL INNOVATIONS</td>
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<td>ENGLISH FOR SPECIFIC PURPOSES</td>
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<td>INTEGRATING THE FOUR LINGUISTIC SKILLS</td>
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<td>COGNITIVE STYLES</td>
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<td>PROFESSIONAL DEVELOPMENT</td>
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**AN EXAMINATION OF WL METHODS CLASS SYLLABI**

**WL COURSE GOALS AND OBJECTIVES**

**PROFESSIONALISM AND PRIDE**
- GENERAL BACKGROUND TO LANGUAGE TEACHING AND VALUE OF LANGUAGE STUDY
- WL TEACHING ORGANIZATIONS, SERVICES, PUBLICATIONS, PROFESSIONAL DEVELOPMENT OPPORTUNITIES
- PREPARATION FOR SUCCESSFUL TEACHING EXPERIENCE: ATTITUDES AND PROFESSIONAL BEHAVIOR

**THEORIES OF LANGUAGE LEARNING**
- FIRST AND SECOND LANGUAGE ACQUISITION THEORIES
- PROFICIENCY-ORIENTED INSTRUCTION
- LEARNING STYLES AND LEARNING STRATEGIES

**METHODOLOGY: CLASSROOM TECHNIQUES (4 SKILLS AND CULTURE)**
- PLAN AND DELIVER EFFECTIVE CLASSROOM INSTRUCTION
- MAJOR APPROACHES TO TEACHING A WL
- HISTORY OF WL TEACHING IN THE U.S.

**INSTRUCTIONAL MATERIALS**
- USE OF EQUIPMENT AND BASIC AND SUPPLEMENTAL MATERIALS
- EVALUATE, SELECT AND DESIGN INSTRUCTIONAL MATERIALS
- USE OF CURRENT TECHNOLOGY IN INSTRUCTION

**CURRICULUM DEVELOPMENT**
- DEVELOP WL INSTRUCTIONAL OBJECTIVES AND ACTIVITIES WHICH INTEGRATE LANGUAGE AND CULTURAL LEARNING

**ASSESSMENT**
- DEVELOP APPROPRIATE ASSESSMENT MEASURES OF LANGUAGE SKILLS

**REFLECTIVE TEACHING**
- DIAGNOSE PROBLEMS AND IDENTIFY SOLUTIONS
- MONITOR AND EVALUATE OWN TEACHING PERFORMANCE

*Based on information from a research study conducted by Grosse that examined WL syllabi from 144 institutions.

<table>
<thead>
<tr>
<th>Most Commonly Taught Topics (In Order of Occurrence)</th>
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<tr>
<td><strong>ESL/EFL METHODS CLASSES</strong></td>
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<tr>
<td>TRAD./INNOVATIVE METHODS</td>
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Some Precepts About Language Acquisition

1. Comprehension precedes production.

2. Problem-solving is an essential tool in language learning.

3. Language acquisition is non-linear.

4. Short “bursts” of meaningful speech are more important and much more effective than longer “strings.”

5. Language acquisition may be likened to an inverted pyramid: one starts with acquiring one piece of information and builds up.

6. Teacher input is vital and must be monitored (self-monitored).

7. Non-inhibitory techniques must be used with students.

8. Students--regardless of age--learn by doing.

9. Students do not have to speak in order to demonstrate comprehension.

10. When students begin to speak, do not correct errors except through paraphrase.

11. Be mindful of the “7 +/- 2” aspects of learning/memory. (Miller, 1957)

12. Simultaneous production and comprehension training will result in a decrease in comprehension--students do not learn as well when they are forced to produce the new sounds of new words.

13. Surface structures of a language are not taught formally during the beginning stages--the time frame for this varies according to the student body.

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**Characteristics of Effective Foreign Language Instruction**

The National Association of District Supervisors of Foreign Languages (NADSFL) has identified the following characteristics of effective foreign language instruction.* These guidelines provide a basis for common understanding and communication among evaluators, observers, and practitioners in classrooms where foreign/second languages are taught. The Characteristics focus on the students who are the recipients of effective foreign language instruction.

The Characteristics reflect the National Standards for Foreign Language Learning (1996) and focus on the five goal areas of Communication, Connections, Comparisons, Cultures, and Communities. The Characteristics reflect also the importance of language learning strategies, diverse learning styles, the use of authentic cultural documents, and the use of technology as an instructional tool. The Characteristics are a companion resource to the National Standards for Foreign Language Learning, state frameworks, and local curriculum guides.

1. The teacher sets high expectations for all students, designs assessment, and organizes instruction to engage and motivate all learners.

2. The teacher and students communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers.**

3. There is more student activity than teacher activity in most lessons. Student activity includes student to student interactions as well as teacher to student interactions. Students work independently, in pairs, and in groups. Students ask and answer questions and they create with language.

4. Students take risks as language learners because the learning environment is positive and supportive.

5. When error correction is appropriate, students are given opportunities, including wait-time, to self-correct. Teacher correction of student errors is often done through follow-up review and re-teaching strategies.

6. Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objectives of the lesson. Continuous self-assessments for students and teachers are encouraged.

7. Students use language specific learning strategies and are encouraged to assess their own progress.

8. Culture is a natural component of language use in all activities.

9. All students are guided to use all levels of thinking skills, e.g., they repeat, recognize, and recall as well as apply, create, and predict.

10. The diverse learning styles of all students are considered in the teacher's instructional planning.

11. Students have positive attitudes toward diversity that are often demonstrated in the learning environment.

12. The physical environment including displays of student work is instructional, motivational, informative.

13. Students and teachers are not text-bound during instructional time. It is obvious that the text is a tool, not the curriculum.

14. Students and teachers use a variety of print and non-print materials including authentic target language sources.

15. Technology, as appropriate/available, is used by students and teachers to facilitate learning/teaching.

NOTES: *Revised and Approved at Annual Meeting, November 1999. The Characteristics of Effective Foreign Language Instruction were first developed in 1990-91 in collaboration with and based on work done by the Montgomery County (Maryland) Public Schools. **Listening, speaking, and authentic non-print materials are emphasized, but to a lesser degree, in Latin and Classical Greek instruction.
When is Teacher-Talk Vital?

1. Separation of Languages
2. Communicative Style
3. No “foreigner” talk
4. Routines
5. Repetition
6. Tailoring


**Table I**

The 12 Most Frequently-Cited Effective Strategies (and Percentage of Ss)

1. Literature 39.3
2. Oral practice 35.7
3. Teaching the Basics 35.7
4. Individual Help 32.1
5. Peer Interaction 28.6
6. Games 28.6
7. Realia 17.9
8. Flashcards 17.9
9. Songs 17.9
10. Hands-on-Activities 14.3
11. Writing Assignments 14.3
12. Treats/Rewards 14.3

Source: Thompson (2000), p. 130
Table II

Ineffective Strategies for Language-Minority Students

1. Being forced to read in front of the class

2. Being corrected publicly by other students

3. Segregating language-minority students from language-majority students

4. Ignoring language-minority students

5. Embarrassing students

6. Not providing adequate assistance

7. Covering information too rapidly

Thompson (cont’d.)

**Table III**

**The Seven Most-Frequently Cited Suggestions That Former Language-Minority Students Offered to Teachers**

1. Be Patient. 50.0%
2. Create a Welcoming Classroom Environment. 32.1
3. Build Confidence. 28.6
4. Know Your Students. 25.0
5. Show Them That You Care and Are Willing to Help Them. 17.9
6. Remember That Students Learn at Different Rates. 14.3
7. Make Sure That They Understand You. 10.7

Talking about Assessment

Balanced assessment
Sound classroom assessment practices, student confidence, student success
Classroom and program levels of assessment
Variety of assessment purposes
Assessment used to BENEFIT student learning: Assessment FOR Learning
Defining Achievement Standards for Assessment
Designing Quality Assessments, Validity & Reliability
ASSESSMENT OF LANGUAGE PROFICIENCY for Program Placement
Assessment for program placement. English Language Proficiency Tests
ACTFL Assessments (OPI) and State-required Tests
ASSESSMENT OF ORAL LANGUAGE FOR STATE STANDARDS
ASSESSMENT OF READING. Decoding skills. Assessing reading strategies
Cloze tests, Records & Anecdotal Records, Analysis
Common Test Techniques
Language Proficiency, Comprehensible Input, Insuring validity and reliability
Approaches to Scaffolding Assessments
Diagnostic ASSESSMENT OF READING FOR STATE STANDARDS
Informal Reading Inventories--DRA , DRP, QRI
Testing Overall Language Ability
ASSESSMENT OF WRITING. SELF-ASSESSMENT and PEER ASSESSMENT
The critical relationship between self-assessment & achievement
Self- and Peer Assessment
Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND G/T learners
Assessing Students with Disabilities and English Language Learners
ASSESSMENT OF WRITING FOR STATE STANDARDS
ASSESSMENT IN CONTENT AREAS. GRADING POLICY & PRACTICE
Content area standards; Converting rubrics into grades
PORTFOLIO ASSESSMENT. Types of portfolios
Essential elements of portfolios; Managing portfolios
Using portfolio results for improving instruction
ASSESSMENT FOR ACCOUNTABILITY
What do Standardized Test Scores mean?
Appropriate & Inappropriate Test-Preparation; Teacher Responsibilities
Teachers of English to Speakers of Other Languages (TESOL) & National Council of Accreditation for Teacher Education (NCATE)

*TESOL Professional Standards for ESL PreK-12 Teacher Licensure*

Domain 1: Language

Domain 2: Culture

Domain 3: Planning, Implementing, & Managing Instruction

Domain 4: Assessment

Domain 5: Professionalism

**DOMAIN 4: ASSESSMENT**

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

**Standard 4.a. Issues of Assessment for ESL**  Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language Proficiency Assessment**  Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

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

To see detailed descriptions of TESOL Domains, Standards, performance indicators, and rating scales, see: [http://www.ncate.org/documents/ProgramStandards/tesol.pdf](http://www.ncate.org/documents/ProgramStandards/tesol.pdf)
American Council on the Teaching of Foreign Languages (ACTFL)  
&  
National Council of Accreditation for Teacher Education (NCATE)

**ACTFL Pgm. Standards: Preparation of Foreign Language Teachers**

**Content Standards at-a-Glance**

**Standard 1:** Language, Linguistics, Comparisons

**Standard 2:** Cultures, Literatures, Cross-Disciplinary Concepts

**Standard 3:** Language Acquisition Theories & Instructional Practices

**Standard 4:** Integration of Standards into Curriculum & Instruction

**Standard 5:** Assessment of Languages & Cultures

**Standard 6:** Professionalism


Note that NCATE requires **PERFORMANCE ASSESSMENT** in teacher education programs programs.

**Goal 5: Assessment of Languages and Cultures**

**Standard 5.a.** Knowing assessment models and using them appropriately. Candidates believe that assessment is ongoing; they demonstrate knowledge of multiples of assessment that are age- and grade level-appropriate by implementing purposeful, planned measures.

**Standard 5.b. Reflecting on assessment.** Candidates reflect on the results of student assessment, adjust instruction accordingly, analyze assessment results, and use success and failure to determine the direction of instruction.

**Standard 5.c. Reporting assessment results.** Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.  
### Focus on the Learner:
#### Scale of Importance/Unimportance

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<thead>
<tr>
<th></th>
<th>ELL:</th>
<th>Both:</th>
<th>FLL:</th>
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<tbody>
<tr>
<td><strong>Very Important:</strong></td>
<td>+5</td>
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<td>+4</td>
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<tr>
<td><strong>Not Important</strong></td>
<td>-5</td>
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</tbody>
</table>
Items of Importance and Unimportance

1. L2 to communicate basic needs
2. L2 to communicate academic needs/achievement
3. Self image as a learner
4. Social L2 skills
5. Academic L2 skills
6. L2 culture knowledge (= 3 Ps)
7. Listening skills in L2
8. Speaking skills in L2
9. Reading skills in L2
10. Writing skills in L2
11. School culture
12. Student transience
13. Date/Level of Entry into Course
14. Teacher Commitment and engagement level
15. Teaching Learning Strategies
16. High-stakes Assessment in L2
17. L1 culture knowledge
18. Laws and regulations
19. Standards for L2
20. School attendance required
21. Socioeconomic status
22. Technology skills
23. Content of Curriculum and Content-based curriculum
24. Textbook adherence by instructor
25. Sequential nature of L2 learning
26. Learning strategies used
27. L1 literacy skills
28. Partner work in L1 and L2 learning
29. L1 support to learn L2
30. Dedicated time for L2 learning
Selected Recommendations for Reading


Bibliography of Readings on Oral Proficiency Assessment (OPI)  
http://lrc.cornell.edu/events/past/2001-2002/bib_opi


Internet Accessible Resources

Compiled by an Ad Hoc Committee of Florida Second Language Educators to assist with the development of ESOL Professional Development Standards, Oct. 28, 2009

**Florida Standards**
Background information, process descriptions, and the proposed ESOL Professional Development standards are here.

http://tools.fcit.usf.edu/performancestandards/ACTFL_2009_Handout_and_notes_11-09-09.doc

The process followed in the development of standards for Language Arts/Reading is described in the “Charge to the Writers Committee”, available here.

http://etc.usf.edu/flstandards/la/Guiding_Document_for_Writers.doc

Language Art/Reading Standards

http://floridaenglishteachers.blogspot.com/

Resource Page for Florida Reading and Language Arts Standards

http://etc.usf.edu/flstandards/la/resources.html

SALA Resource Page for Florida ESOL Endorsement

http://tools.fcit.usf.edu/performancestandards/references.doc

The current ESOL Professional Development standards are presented in this FDOE document.

http://www.fldoe.org/aala/perstand.asp

**Related Standards and Documents**

Here is the link to the current TESOL/NCATE national standards


and to TESOL's draft revised proposed standards.


National Board for Professional Teaching Standards, English as a New Language Standards

National Professional development standards for foreign language teachers.

European Profile for Language Teacher Education

**Teacher Education**

Association of Teacher Educators STANDARDS FOR TEACHER EDUCATORS

AACTE Resolution on Preparing Teachers for Second Language Learners
(Resolution 53 of the Membership)
http://www.aacte.org/index.php/?Programs/Multicultural-/Diversity/resolution-on-preparing-teachers-for-second-language-learners.html

Téllez, K., & Waxman, H. (20054). Quality teachers for English language learners: A research synthesis. The Laboratory for Student Success at Temple University Center for Research in Human Development and Education.

http://books.nap.edu/openbook.php?record_id=5286&page=251

**Language and Culture**

Five research and evidence based principles for best teaching practices developed by CREDE.
http://gse.berkeley.edu/research/credearchive/standards/standards.html

Draft Language Common Core Language Arts Standards for Career and College Readiness. These are the likely long range goals for all students.
http://www.corestandards.org/Files/ELAStandardsSources.pdf

Oral-Language Skills for English-Learners Focus of Researchers
http://www.edweek.org/ew/articles/2009/10/21/08ell.h29.html

Funds of knowledge
http://www.learnnc.org/lp/pages/939


Aida Walqui, Leo van Lier. Scaffolding the Academic Success of Adolescent English Language Learners. A Pedagogy of Promise. Review. http://www.wested.org/cs/we/view/rs/811


**Demographic and Education Status Data**


http://www.unco.edu/language_arts/pdfs/school_readiness_and_academic_achievement.pdf
http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnextoid=37d2e258c06c3210VgnVCM10000022f95190RCRD&vgnextchannel=4d84be3a864f4010VgnVCM10000022f95190RCRD

Opportunity to Learn

Shott Foundation for Public Education Opportunity to Learn, State Profiles. 
http://www.blackboysreport.org/otlwebsite/national/executive-summary

Kate Menken, Tatyana Kleyn, & Nabin Chae. When Change is the Only Consistency: The Case of Long-Term English Language Learners in Secondary Schools. Under Review for Publication. [Includes discussions of students with interrupted former schooling.]

http://web.gc.cuny.edu/dept/lingu/people/menken/docs/MenkenKleynChaeLong-TermELLarticle1.pdf

Early Childhood

New State Research on Highly Effective Pre-K, Washington, DC, June 18, 2007
W. Steven Barnett, Ph.D., National Institute for Early Education Research
http://nieer.org/resources/research/DCBriefing0607.pdf


Adult Learners, Parents, and Community


Exceptionalities

Council for Exceptional Children Professional Standards Page http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome
ttp://www.ncate.org/ProgramStandards/CEC/CECStandards.doc

http://www.questia.com/googleScholar.qst;jsessionid=Kv8JRphYhSc3srYPtq321fZ6jHvJ2lHTqLghQv1nyxypSk7zp00H!-867286801!568259201?docId=5009310906


Oneyda M. Paneque and Patricia M. Barbetta. (2006) A Study of Teacher Efficacy of Special Education Teachers of English Language Learners with Disabilities

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ742601&ERICExtSearch_SearchType_0=no&accno=EJ742601

REACHing out to Gifted Students


Assessment


The WIDA Consortium's English Language Proficiency Standards for English Language Learners (ELLs) in PreKindergarten through Grade 12 encompass:

2009 CELLA Train the Trainer Training Sessions Accessible HTML Version. Click on either of the text options, then on Item 7, CELLA content. 

http://www.edweek.org/ew/articles/2009/10/21/08ell.h29.html

To view FCAT results for ELL students, Google FCAT Demographic Report or go to https://app1.fldoe.org/FCATDemographics/.

Legal and Financial Considerations

The LULAC Consent Decree and State Board of Education Rules
http://www.fldoe.org/aala/rules.asp

1003.56 F.S. English language instruction for limited English proficient students
http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1003/Sec56.HTM

1011.62 F.S. Funds for operation of schools. (1) (c) 4. English for Speakers of Other Languages.

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1011/Sec62.HTM


ESOL WFTE Courses (COURSES ELIGIBLE FOR ESOL WEIGHTED FTE, 2009-2010)

2009-10 Florida Education Finance Program (FEFP). Slide 8: ESOL Program Weight =1.124.
http://www.fldoe.org/eias/databaseworkshop/ppt/fefp.ppt

The New York Immigration Coalition (November 2008). GETTING IT RIGHT: Ensuring a Quality Education for English Language Learners in New York. Policy brief based on Ensuring an Adequate Education for English Language Learners Students in New York, Lead Researchers Roger Rice and Jane Lopez, META.