

# **Becoming Bilingual: Strategies for Strengthening English Language Development**

## **Sample Proposal for a Professional Development Mini-Conference**

**DiversityLearningK12 LLC**

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English language development is often the weak link in bilingual education programs. It need not be. A substantial body of research exists on second language acquisition in K-12 contexts. In addition, there are proven methodologies and strategies for ELD that flow directly from this research. What is often missing, however, is the expertise to bring together both theory and its practical applications in the classroom.

Here is where ***DiversityLearningK12*** can help.

While there are several prepackaged models for ELD that can be helpful, in our experience we have found that ELD strategies are most effective when educators are empowered to adapt them to the particular characteristics of their classrooms and communities. A program designed for the generic English language learner is, by itself, insufficient. In the words of Susan Ohanian, “One size fits few.”

We believe that educators need both the theoretical knowledge to successfully guide ELLs in acquiring academic English skills and the flexibility to create a curriculum that considers the unique attributes of their students. They also need to work closely with parents, to enable children’s first teachers to understand and support the process of becoming bilingual and academically successful.

Bearing these principles in mind, we have set four goals for the mini-conference:

- To provide educators with the theoretical knowledge and ELD teaching methodologies that research shows to be most effective for ELLs.
- To offer them opportunities for practice and encouragement – through interactive, hands-on workshops – in shaping creative learning activities well suited to the needs of their students.
- To help them forge alliances with parents to support these efforts.
- And to inspire them to become strong advocates for programs and policies that benefit ELLs.

The format we propose will begin with Friday evening and Saturday morning keynote addresses by Stephen Krashen and James Crawford, respectively. These talks will touch on broad themes of second language pedagogy and policy. Our presenters will then offer seven different interactive workshops, 90 minutes each, in three time slots. Those on sheltered instruction will focus on ELD in grades K-2, 3-6, and 7-12. Other proposed sessions will feature literacy, long-term ELLs, working with parents, and ELL policy issues.

That said, ***DiversityLearningK12*** is dedicated to the principle of adapting our expertise to the needs of particular schools, districts, and communities. So we are quite open to modifying this proposal on request.

Please see below for a proposed schedule, description of keynotes and workshops, presenter bios, and division of responsibilities.

## Becoming Bilingual: Strategies for Strengthening English Language Development

### Proposed Schedule

#### Friday Evening

4:00 – 4:15 Welcome, Intros						
4:15 – 5:30 Keynote	<b>How We Develop Language and Literacy</b> Stephen Krashen					
5:30 – 6:30 Dinner, Transition						
6:30 – 8:00 Workshop Session I	<b>Q&amp;A</b> Krashen	<b>ELD I</b> Reyes	<b>ELD II</b> Combs	<b>ELD III</b> Gabaldón	<b>LTELLs</b> Kleyn	<b>Parents</b> Villegas-Gutiérrez

#### Saturday Morning and Afternoon

8:15 – 8:45 Coffee, etc.							
8:45 – 9:00 Welcome, Intros							
9:00 – 9:45 Keynote	<b>An Equity Agenda for English Language Learners</b> James Crawford						
9:45 – 10:00 Transition							
10:00 – 11:30 Workshop Session II	<b>ELD I</b> Reyes	<b>ELD II</b> Combs	<b>ELD III</b> Gabaldón	<b>LTELLs</b> Kleyn	<b>Parents</b> Villegas-Gutiérrez	<b>Reading, Writing</b> Krashen	<b>ESEA &amp; ELLs</b> Crawford
11:30 – 12:30 Lunch, Transition							
12:30 – 2:00 Workshop Session III	<b>ELD I</b> Reyes	<b>ELD II</b> Combs	<b>ELD III</b> Gabaldón	<b>LTELLs</b> Kleyn	<b>Parents</b> Villegas-Gutiérrez	<b>Reading, Writing</b> Krashen	<b>ESEA &amp; ELLs</b> Crawford
2:00 – 2:15 Transition							
2:15 – 3:45 Panel	<b>Summing Up of Mini-Conference Themes, Discussion, and Q&amp;A</b> Reyes, Combs, Gabaldón, Kleyn, Villegas-Gutiérrez, Krashen, and Crawford						

## Keynote Descriptions

### **How We Develop Language and Literacy**

**Stephen Krashen (Friday p.m.)**

The session will provide a comprehensible overview of language acquisition theory, presented by one of the pioneers in the field. It will emphasize the difference between acquiring and learning a language; the limits of consciously learned knowledge; the "secret" of language acquisition (we acquire when we understand messages!); the role of affective factors; and the basics of application. This theory is the basis of our current practice in language teaching, bilingual education, and literacy development.

### **An Equity Agenda for English Language Learners**

**James Crawford (Saturday a.m.)**

With school reform now a front-burner issue at the national level, the federal role in K-12 education is being rethought and redefined. Today's political climate brings major opportunities, as well as major risks, for English language learners. No Child Left Behind ... Race to the Top ... high-stakes testing ... closure of 'failing schools' ... promotion of charter schools ... 'value-added' evaluation of teachers ... funding levels for K-12 education ... these are just a few of the controversies yet to be resolved. How far will policymakers go in addressing the long-neglected concerns of ELL educators, parents, and students? And how effective will advocates be in pressing them to do so?

## Workshop Descriptions

### **English Language Development I: Sheltering and Constructivist Strategies in ELD for K–2**

**Sharon Reyes**

In kindergarten and the primary grades, games and the arts provide a natural way to engage learners in the English language arts curriculum. Through both discussion and active involvement, workshop participants will discover some of these creative ways to facilitate English language development. Strategies and methodologies will be highlighted based on a constructivist approach that, when combined with sheltering and scaffolding, make curriculum accessible and language comprehensible. *The focus of this workshop will be on grades K–2.*

### **English Language Development II: Sheltering Strategies in ELD for Grades 3–6**

**Mary Carol Combs**

Sheltered instruction can make content area instruction in English more comprehensible for ELLs. This workshop focuses on the theoretical basis for sheltered instruction, considers how it functions within state policy contexts, illustrates what it looks like in the classroom, and demonstrates how teachers can incorporate sheltered strategies in their classrooms. Different models of sheltered instruction (such as SIOP, GLAD, and CALLA) will be placed inside a framework that makes all sheltered models

accessible to educators, yet honors teachers' expertise in creating sheltered instructional strategies that fit their specific classroom contexts. Teachers will have an opportunity to participate in actual sheltered activities using text adaptation for English learners, technology, and role-playing for oral language development. *The focus of this workshop will be on grades 3–6.*

### **English Language Development III: Sheltering Strategies in ELD for Grades 7–12**

**Salvador Gabaldón**

Sheltered instruction can make content area instruction in English more comprehensible for ELLs. This workshop focuses on the theoretical basis for sheltered instruction, considers how it functions within state policy contexts, illustrates what it looks like in the classroom, and demonstrates how teachers can incorporate sheltered strategies in their classrooms. Different models of sheltered instruction (such as SIOP, GLAD, and CALLA) will be placed inside a framework that makes all sheltered models accessible to educators, yet honors teachers' expertise in creating sheltered instructional strategies that fit their specific classroom contexts. In addition to considering the content areas of science, math, and social studies, this workshop will emphasize identity, which is particularly salient in adolescence and even more so for students negotiating two languages and two cultures. *The focus of this workshop will be on grades 7–12.*

### **Working with Long-Term English Language Learners in Secondary School**

**Tatyana Kleyn**

A large and growing number of ELLs have been in U.S. schools for six years or more and still have not tested fully proficient in English. This workshop will focus on meeting the linguistic and academic needs of these students. Current research on long-term ELLs (LTELLs) will be presented, with special attention to how an urban district is addressing the issue. Topics will include student characteristics, schooling experiences, programming needs, and policies at stemming the growth of this population. Explicit teaching strategies for literacy instruction in English will be included.

### **Getting Parents On Board: The Importance of Native Language Instruction**

**Martha Villegas-Gutiérrez**

Partnering with Latino parents can support the academic success of their children. Yet bilingual teachers cannot always count on parental support for instruction in the native language. Educators must take responsibility for empowering parents with the knowledge they need to understand and support an education that is truly bilingual. This workshop prepares teachers to build alliances with parents in order to do so.

### **The Power of Reading, the Power of Libraries, and the Power of Writing**

**Stephen Krashen**

This workshop is aimed at increasing student achievement without pain and making teachers' lives easier. Study after study has shown that reading for pleasure – *self-selected reading* – is the most powerful tool we have for developing reading ability, writing ability, grammar, vocabulary, and spelling. This presentation will provide the evidence, a discussion of how to encourage reading, and the role of reading in first-language, second-language, and bilingual education programs.

## **ESEA Reauthorization and English Language Learners**

### **James Crawford**

An extension of the Elementary and Secondary Education Act (a.k.a. No Child Left Behind) is now three years overdue. The incoming Congress is expected to finish – or at least attempt to finish – the job. In doing so, it will consider numerous provisions with a direct impact on ELLs. This interactive session will examine some of the key issues likely to be debated in Washington, including assessment and accountability, additive vs. subtractive bilingualism, parent involvement, teacher preparation, and resources dedicated to ELL programs. Participants are invited to bring their own ideas about how to reform (or replace) NCLB. Even though the legislative process may seem remote, this workshop will demonstrate how well-organized teacher advocacy can make a difference.

### **Presenter Biographies**

#### **Stephen Krashen, Ph.D.**

Best known for developing a comprehensive theory of second language acquisition, introducing the concept of sheltered subject matter teaching, and as the co-inventor of the Natural Approach; author of [\*The Power of Reading\*](#) and co-author of [\*Summer Reading: Program and Evidence\*](#) and [\*English Learners in American Classrooms: 101 Questions, 101 Answers\*](#).

#### **James Crawford**

Author, [\*Educating English Learners\*](#) (5th ed.), [\*At War with Diversity\*](#), and [\*Language Loyalties\*](#); coauthor, [\*English Learners in American Classrooms: 101 Questions, 101 Answers\*](#); formerly Washington editor of *Education Week* and executive director of the National Association for Bilingual Education.

#### **Sharon Adelman Reyes, Ph.D.**

Coauthor, [\*Teaching in Two Languages: A Guide for K-12 Bilingual Educators\*](#) and [\*Constructivist Strategies for Teaching English Language Learners\*](#); formerly a teacher, principal, curriculum specialist, university professor, and educational researcher.

#### **Mary Carol Combs, Ph.D.**

Coauthor, [\*Bilingual and ESL Classrooms\*](#); associate professor, University of Arizona, specializing in literacy development for ELLs in structured English immersion classrooms; formerly director of the English Plus Information Clearinghouse in Washington, DC.

#### **Salvador Gabaldón, M.A.**

Language acquisition coach, Tucson Unified School District, specializing in ELL program development, language proficiency assessment, and ESL with primary language support; formerly a high school English teacher in Los Angeles and Tucson.

**Tatyana Kleyn, Ph.D.**

Author, *Immigration: Stories, Struggles and Debates* and coauthor, [\*Teaching in Two Languages: A Guide for K-12 Bilingual Educators\*](#); assistant professor, City University of New York; formerly a bilingual teacher in Honduras and the United States.

**Martha Villegas-Gutiérrez, Ph.D.**

Licensed bilingual psychologist, Western Oregon University, Teaching Research Institute; specialist in mental health evaluations that focus on acculturation, ethnic identity, and second-language acquisition; experienced in working with school-parent partnerships; formerly a bilingual teacher.

### **Division of Responsibilities**

**School District will provide:**

- Mini-Conference meeting space
- Equipment (PowerPoint projectors, screens, laptops)
- Preregistration and onsite registration of participants
- Catering of meals, coffee breaks
- Printing of program and handouts
- Folders and assembly of miniconference materials

**DiversityLearningK12 will provide:**

- Session planning, coordination
- Scheduling
- Keynote speakers
- Workshop presenters
- Arranging and reimbursing transportation, food, and lodging expenses for presenters
- Program content and design (electronic form)
- Handouts and PowerPoints (electronic form)