

EDF2085 ESOL MODULE

ESOL PERFORMANCE STANDARDS

Activity 1	Standard #3.1. (c)	Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL) <i>Standard 1: ESL/ESOL Research and History: Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.</i> 3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.
Activity 2	Standard #1.1 (a,b,d)	Domain 1: Culture (Cross-Cultural Communications) <i>Standard 1: Culture as a Factor in ELLs' Learning</i> <i>Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds.</i> <i>Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.</i> 1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels. 1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels. 1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

Activity 3	Standard #2.2. (b,c)	<p>Domain 2: Language and Literacy</p> <p><i>Standard 2: Language Acquisition and Development: Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.</i></p> <p>2.2.b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.</p> <p>2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.</p>
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ACTIVITY #1

The Consent Decree and ESOL Competencies

As a new student in the College of Education, you will face many challenging situations in your profession. To help prepare you for many of these challenges, certain competencies are being instilled throughout your coursework. Of immediate concern is a court action known as the Florida Consent Decree that deals with ESOL (English for Speakers of Other Languages). As this will have application throughout your career, learn what the court has decreed.

Visit the following online resources to complete this activity.

Site # 1: Consult the College of Education ESOL site and review the ESOL Infusion Model used in courses:

<http://education.ucf.edu/esol>

Site # 2: **Consent Decree** <http://www.fldoe.org/aala/cdpage2.asp>

Site # 3: **Timelines for Completion of the ESOL Training Requirements:** <http://www.fldoe.org/aala/rules.asp>

Site # 4: Performance Standards for Teachers of English for Speakers of Other Languages:

<http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf>

Note: if the links are not working, you can start at the Florida Department of Education, Bureau of Student Achievement Through Language Acquisition (SALA) website, and click on Consent Decree and In-service Training.

Answer these questions:

- 1) What court case brought about the **Consent Decree**? What was the basis of the lawsuit? Why is it known as the Consent Decree? What impact has it had on teacher competencies?
- 2) How is this action by LULAC an example of what **advocacy** can achieve for supporting the needs and rights of diverse learners? How is this related to multicultural education objectives?
- 3) How many hours of **ESOL training** are required of teachers in your subject area in Florida?
- 4) What are the basic training/course requirements for **ESOL endorsement**?
- 5) What is the **ESOL Infusion Model** used in the UCF College of Education? What end product is required to demonstrate these competencies?

STANDARD #3.1. MODULE SCORING GUIDE

Criteria	Poor	Fair	Good	Excellent
Florida Consent Decree reviewed, purpose and necessity explained				
Understanding shown of multicultural education as comprehensive process involving all that educators think and do				
Understanding shown of pluralistic policies and practices in regard to languages and cultural issues				

Training category and amount of training given, question about equal training answered with reasons
Understanding of the ESOL infusion model
Mechanics: spelling, grammar, style professional Own words are used or phrases quoted and cited in APA style
Grade and Comments:

ACTIVITY 2

Individual Learning Activity: Impact of Discrimination and Prejudice on Language Learning

This course examines stereotypes and prejudices about diverse learners and develops intercultural awareness. Our own experiences and the reactions of others to us are often determined by our membership in certain micro-cultures, such as socio-economic status, culture and ethnicity, language, religion, and gender. These questions are aimed at increasing your awareness of these issues and how these impact the experiences of the ELL learner. They address how teachers can develop strategies to support ELL learners.

- 1) Describe the characteristics of the “dominant culture” in the U.S.A. What does the term “dominant” tell us about its power and access to resources? How is language related to dominant culture?
- 2) Describe the characteristics of a Micro-culture. How have these microcultures been impacted by inequity and powerlessness?
- 3) Why is language a core diversity issue? How have cultural and linguistic groups been impacted by racism and prejudice? Choose ONE major linguistic micro-culture (any non-English linguistic group) and briefly describe any

incidents of prejudice or discrimination or how they have been overcome. You may use examples from current events or your own experience.

- 4) Why is bilingual education controversial? What are the stereotypes and challenges that face ELL students?
- 5) What is “Cultural Competence”? Consult the following websites to complete your answer. Quote one recognized definition (List the reference in APA format) then describe “cultural competence” in your own words. List 5 major ways that teachers of ELL students should develop “cultural competence”.

Visit the following online resources to complete this activity.

Site # 1: National Association for Bilingual Education

http://www.nabe.org/b_ed_politics.html

Site # 2: Consult the National Center for Cultural Competence

<http://www.opb.org/education/minisites/culturalcompetence/teachers.html>

Site # 3: Consult the Center for Effective Collaboration and Practice site:

<http://cecp.air.org/cultural/default.htm>

Site # 4: Defining Cultural Competence – OPB site

<http://www.opb.org/education/minisites/culturalcompetence/teachers.html>

STANDARD #1.1. MODULE SCORING GUIDE

Criteria	Poor	Fair	Good	Excellent
Understanding of role of the dominant culture in determining access to resources				
Understanding of differential opportunities afforded different microcultures				
Understanding of the impact of race and socioeconomic status on linguistic groups and minority ethnicities.				
Understanding of the evolution of language in social transformation and constructivism				
Awareness of the bilingual experience and stereotypes that can generate prejudice				
Clearly defined “cultural competence”				
Described strategies teachers can use to prevent prejudice for ELL students.				
Mechanics: spelling, grammar, style professional Own words are used or phrases quoted and cited in APA style				
Grade and Comments:				

ACTIVITY 3

Individual Learning Activity - Part 3 of 3 - Linguistic Influences and You

Our experiences and the reactions of others to us are often determined by our linguistic heritage. These questions and reflections get you to think about how the way you speak is also an indication of the way you think about certain issues related to bilingualism.

Visit the following website to complete the last question:

Site # 1: National Association for Bilingual Education

http://www.nabe.org/b_ed_politics.html

- 1) What is your **linguistic and cultural heritage**? What first language did your grandparents speak? Your parents? Yourself? How have your cultural and personal experiences enriched your use of language?
- 2) Are you monolingual/bilingual/multilingual? Do you consider this an advantage?
- 3) Do you think that English should be formally declared the "**official language**" of the United States?
- 4) From an outsider's point of view, everyone has a distinctive accent and dialect that stems from their ethnic, cultural or regional origins. Describe your own **accent**. How has your accent influenced the way people respond to you locally and when you travel away from home?
- 5) Do any of your friends speak another language at home? Have you ever been in an environment where **another language** was being spoken and you couldn't understand? How did you respond? What type of support or strategies would have helped you in this context?

STANDARD #2.2. MODULE SCORING GUIDE

Criteria	Poor	Fair	Good	Excellent
Demonstrated understanding of linguistic and ethnic heritage				
Understanding of the impact of being multilingual in developing intercultural competencies				
Understanding of how accent and dialect determine cultural and linguistic heritage				
Understanding shown of the contextual and cultural implications of bilingual education				

Mechanics: spelling, grammar, style professional Own words are used or phrases quoted and cited in APA style

Grade and Comments:

EDF2085 ESOL MODULE EVALUATION

Evaluated by:	Semester	Date
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Total grade: 15 questions