

# English Language Education Program

Bedford Public Schools  
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Carrie Powers  
ELL Director

# English Language Education Program

- ▶ Objectives:
- ▶ I can define EL.
- ▶ I can learn about the stages of second language acquisition.
- ▶ I can differentiate the WIDA levels on ACCESS.
- ▶ I can identify low context and high context cultures.
- ▶ I can understand the importance of the English Language Education Program in the Bedford Public Schools.

# Who is an English Learner?

- ▶ An English Learner is:
- ▶ “A student who does not speak English and cannot do ordinary classroom work in English.”
- ▶ The student is identified through the Home Language Survey and assessed by the ESL teacher.
- ▶ If a student qualifies, then they will receive ESL services.

# Second Language Acquisition

- ▶ Research states that it takes 5-7 years to learn a new language. Some researchers say it may take up to 10 years.
- ▶
- ▶ BICS (Basic Interpersonal Communication Skills) “Surface Learning Skills” (Years 1-2) ACCESS levels 1.0-2.9
- ▶
- ▶ CALPS (Cognitive Academic Language Proficiency “Academic Demands Increase” (Years 5-7) ACCESS level 3.0-5.5
- ▶ (Cummins, 2018)

# WIDA

- ▶ Massachusetts is one of 39 states belonging to WIDA (World-class Instructional Design and Assessment) consortium.
- ▶ WIDA does not provide an ESL curriculum.
- ▶ WIDA specializes in research.
- ▶ Students are identified as being in levels 1.0-6.0 on the WIDA Screener and ACCESS.
- ▶ We determine the levels of ESL services based on the WIDA ACCESS level.
- ▶ ACCESS is administered annually and is now a part of the MA DESE accountability with MCAS.

# ESL Services for EL

- ▶ Students who score 1.0-2.9 on the WIDA Screener or ACCESS are considered Newcomer Students and should receive two 45 blocks of direct ESL instruction or up to a full day.
- ▶ Students who score 3.0-5.5 should receive a minimum of up to one 45-minute block of direct ESL instruction per day.
- ▶ A student can receive more or less ESL service hours depending on need.

# There are 52 Languages spoken in the Bedford Public schools

Hebrew

German

Turkish

French

Bengali

Vietnamese

Armenian

Italian

Malay

Nepali

Punjabi

Thai

Amharic

Bulgarian

Cantonese

Catalan

Swedish

Ukrainian

Danish

Dinka

Khmer (Cambodian)

Marathi

Polish

Urdu

Burmese

Czech

Farsi

Finnish

Guarani

Hungarian

Pilipino

Pushtu

Romanian

Swahili

English

Spanish

Mandarin Chinese

Korean

Russian

Hindi

Portuguese

Japanese

Arabic

Tamil

Telugu

Gujarati

Indian

Luganda

Creole (Haitian)

Greek

# Common Languages

**119 Mandarin**

**52 Spanish**

**42 Korean**

**39 Russian**

# Cultural Competency: Individualism

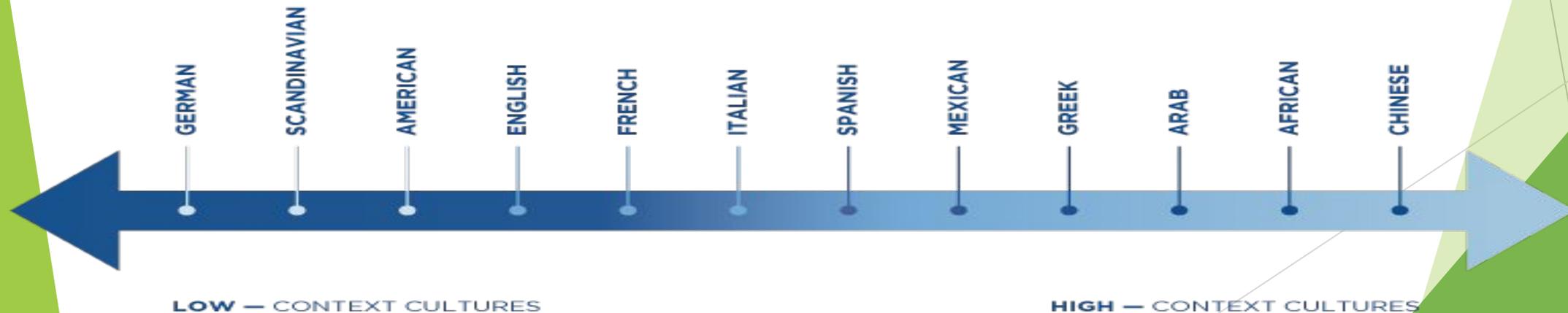
- ▶ Focuses on the self
- ▶ Individualistic cultures, such as those of the United States and Western Europe, emphasize personal achievement regardless of the expense of group goals, resulting in a strong sense of competition
- ▶ Value the written word

# Cultural Competency: Collectivism

- ▶ Over 80% of the world reside in collective cultures
- ▶ A **collectivist culture** is one that's based on valuing the needs of a group or a community over the individual. Kinship, family, and community are extremely important. People tend to work together to create harmony and group cohesion is extremely valued
- ▶ **Value oral tradition**

# High-Context Cultures

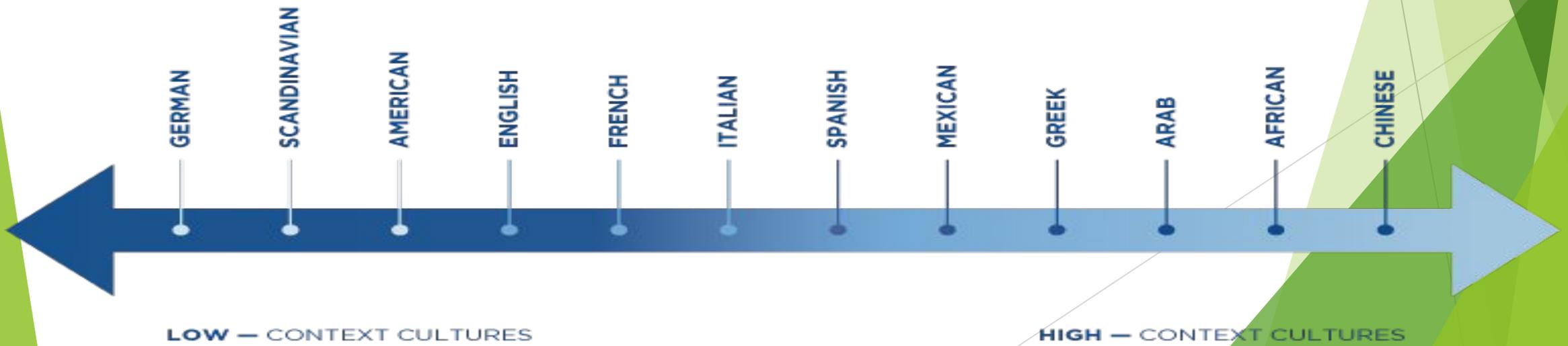
High-context cultures rely on the context, either the actual physical environment of communication to convey a large part of even all of the message's meaning. In high-context cultures the context of the message is well understood by both the sender and receiver.



- **Interaction:** Nonverbal elements such as voice tone, gestures, facial expression and eye movement are significant. Verbal messages are indirect, and communication is seen as an art form or way of engaging someone. Disagreement is personalized, and a person is sensitive to conflict expressed in someone else's nonverbal communication.
- **Territoriality:** Space is communal. People stand close to each other and share the same space.
- **Temporality:** Everything has its own time, and time is not easily scheduled. Change is slow, and time is a process that belongs to others and nature.

# Low-Context Cultures

- ▶ **Low-context cultures:** Messages are explicit, direct, and completely encoded in words. In Low-Context cultures meaning is entrusted almost entirely to words.



- **Interaction:** Nonverbal elements are not significant. Verbal messages are explicit, and communication is seen as a way of exchanging information, ideas and opinions. Disagreement is depersonalized; the focus is on rational (not personal) solutions. An individual can be explicit about another person's bothersome behavior.
- **Territoriality:** Space is compartmentalized. Privacy is important, so people stand farther apart.
- **Temporality:** Events and tasks are scheduled and to be done at particular times. Change is fast, and time is a commodity to be spent or saved. One's time is one's own.

## Low-Context Cultures

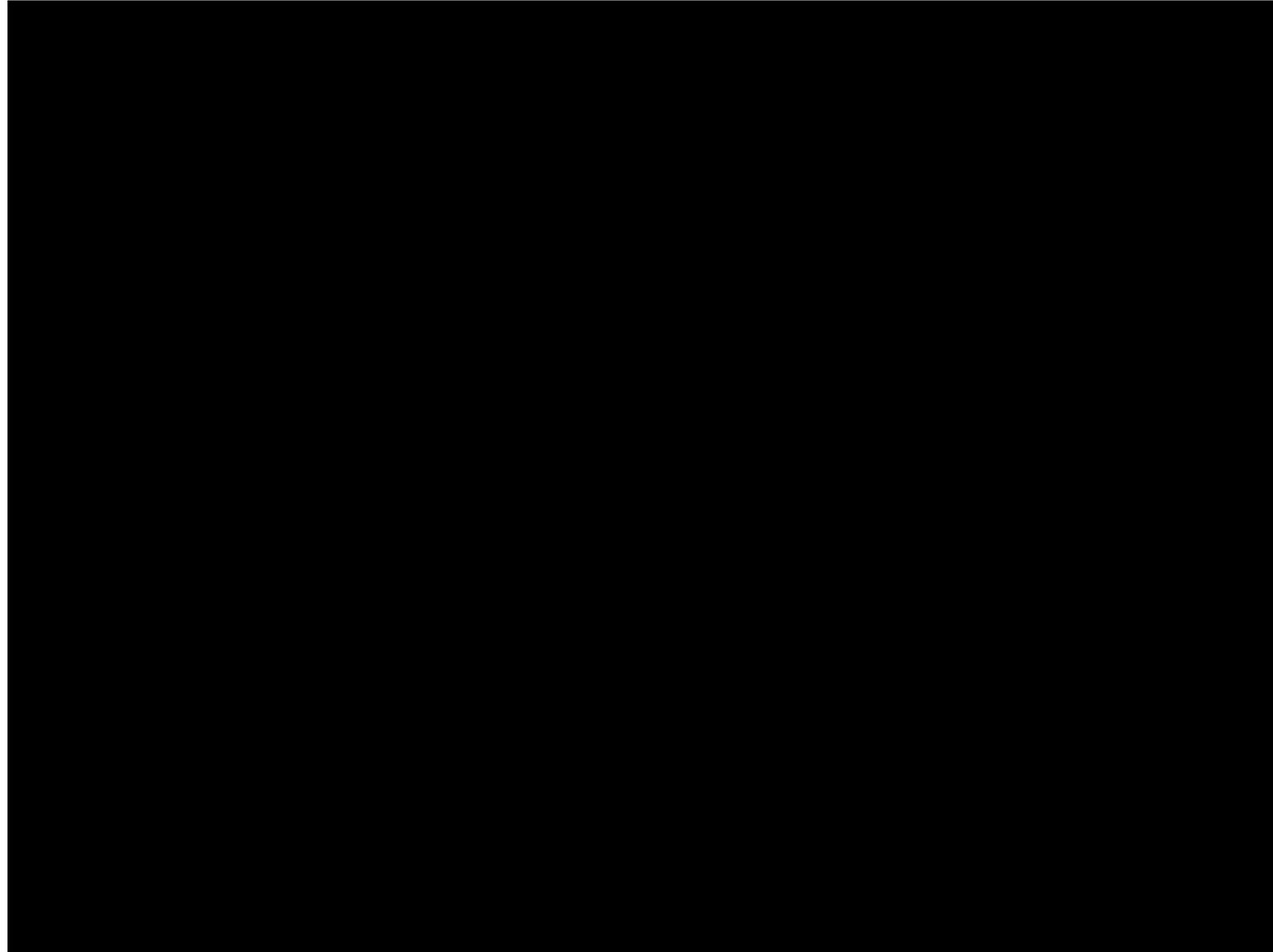
# The English Learner Matters



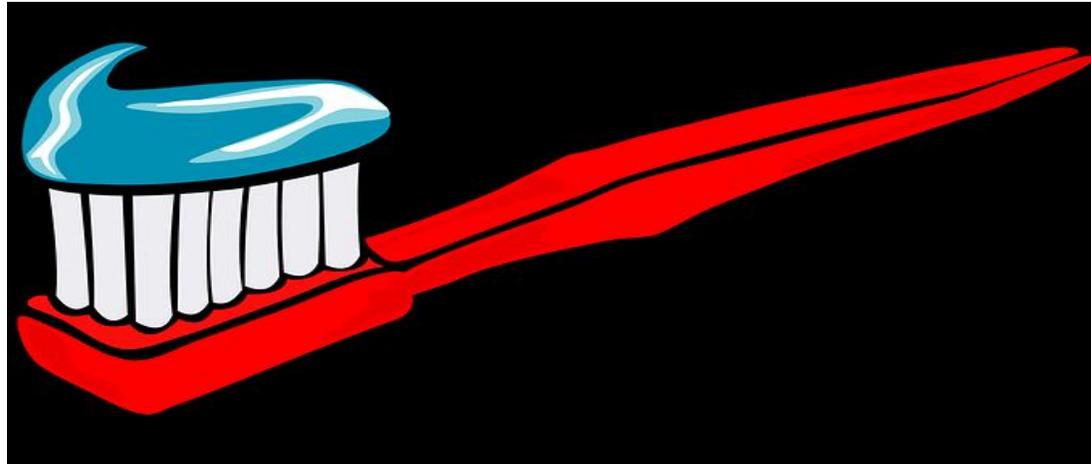
# Why ESL? Sheltered English Immersion

- ▶ ESL teachers teach more than listening, speaking, reading, and writing. They help students become culturally competent in the new culture.
- ▶ The ESL teacher is the liaison between the classroom teacher and the student and parent.
- ▶ The ESL teacher may push into classrooms and provide support.
- ▶ The ESL teacher may pull students out for small targeted group work.
- ▶ The ESL teacher may address issues that the general education teacher may not.

# The ESL Teacher Matters



Can you say these words in Amharic?



## SLIFE

- A student with limited education
- Lack of formal schooling
- A refugee, asylum seeker, immigrant
- In grade 2 or higher
- Schooling may be interrupted due to war or political unrest
- SLIFE students are identified on the SIMS reporting

# SLIFE PROGRAM

- ❖ ESL services for up to a full day
- ❖ SLIFE plan is written for student
- ❖ Support from counselor if necessary
- ❖ Student may be in an ESL longer than a student who is literate in their native language

# Why ESL Matters

- ▶ Students who participate in ESL classes, do better in the long term academically in class and on standardized tests.
- ▶ Dual-language programs offer the greatest academic success in long-term studies for ESL students.
- ▶ The amount of ESL instruction correlates with student achievement on MCAS.
- ▶ Students who maintain their cultural identity and language do better academically and socially in school than students who abandon their native culture and language.
- ▶ The goal is additive bilingualism not subtractive bilingualism.
- ▶ (Neokleous, 2017) (Carrasquillo & Rodriques, 2002)
- ▶ (DeCapua & Marshall, 2011)(Uriate, Karp, Beradino, 2011)

# The Parent Matters

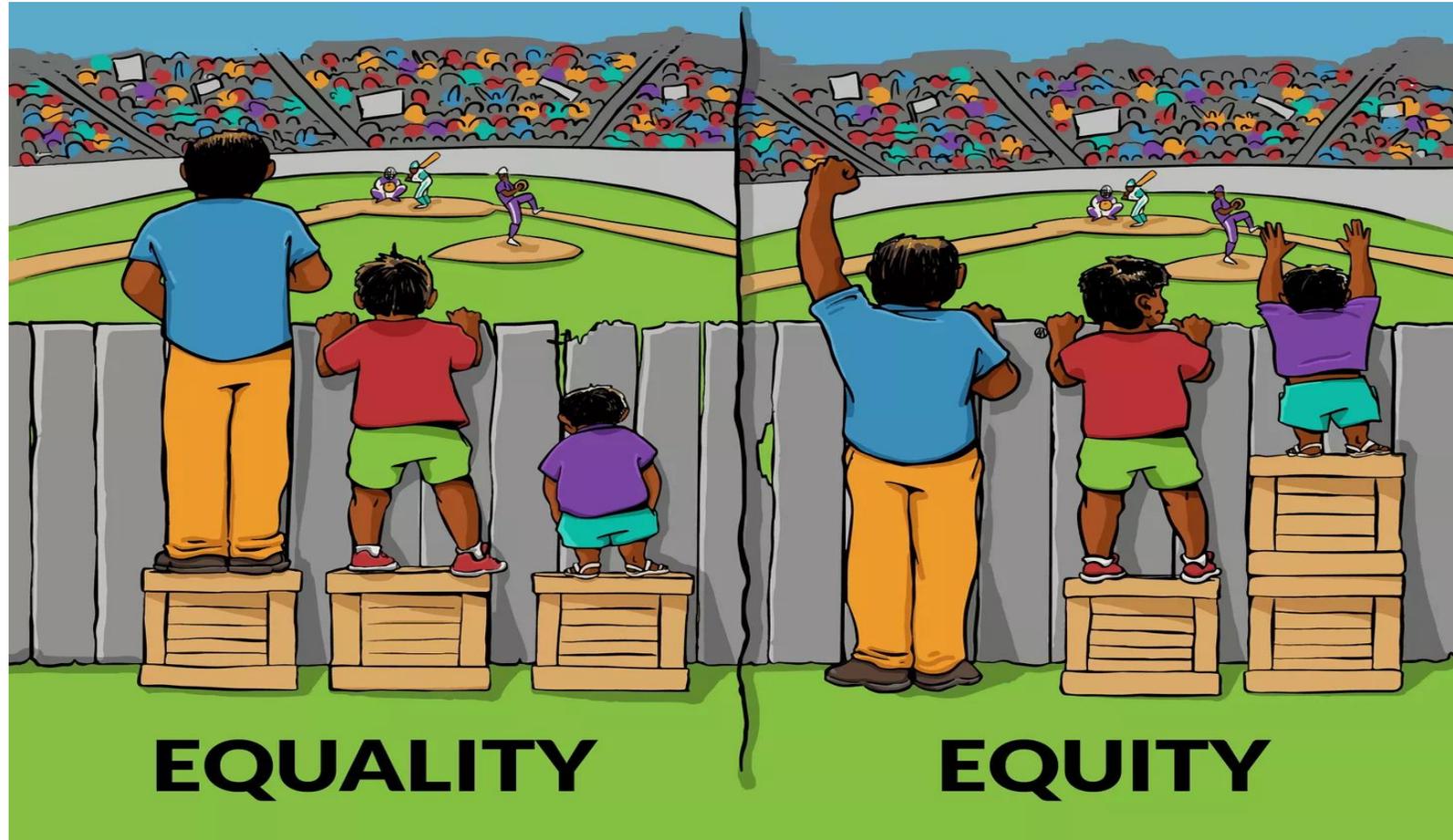


Mimi Johnson, ESL Parent, Lane

# Bedford Adult ESL Program

- ▶ Where: Bedford High School
- ▶ When: Tuesday evenings: Beginner, Intermediate and Advanced ESL Classes
- ▶ Time: 6:30-8:30 pm
- ▶ Dates: January 22, 2019 through May 6, 2019 (14 weeks with no class during February and April vacation)
- ▶ Fee: Free tuition
- ▶ **53 Adults are enrolled, 17 Adults on wait list**
- ▶ **3 ESL teachers, 7 volunteers**

# English Language Education is all about EQUITY!



**EQUALITY**

**EQUITY**

# Thank you!

Bedford School Committee

Trisha White

Lisa Bourgeois

Andrew Goetschius

Melissa Gonzales-Becker

Laura Villarroel

Amy O'Shea

Matthew Brennan

Kristen Tracy

Mimi Johnson

Husna

Valentina

Daiya