



A 21st Century Challenge: Effectively Serving Students with Interrupted Formal Education

NJTESOL/NJBE
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About CAL

The Center for Applied Linguistics (CAL) is a private, non-profit organization founded in 1959 and headquartered in Washington, D.C.



CAL has earned an international reputation for its contributions to the fields of

- dual language and bilingual education,
- English as a second language,
- world languages education,
- language policy, assessment,
- immigrant and refugee integration,
- literacy
- dialect studies, and
- the education of linguistically and culturally diverse adults.



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CAL's Mission

The mission of the Center for Applied Linguistics (CAL) is to **promote language learning and cultural understanding** by serving as a trusted source for research, policy analysis, services, and information.



Through its work, CAL seeks solutions to issues involving language and culture as they relate to **access and equity** in education and society around the globe.



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Our SIFE/SLIFE Students

- ☐ Who are our SIFE students, and what are their rights?
- ☐ What experiences may our SIFE students have had?
- ☐ How can we provide supports to SIFE students based on their previous experiences...
 - From a bio-social-emotional perspective?
 - From an academic perspective?



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Types of Newcomer Learners

- ☐ **Literate, on level newcomers:** Students with educational backgrounds who have literacy skills and academic schooling in their own language that align with their grade level
- ☐ **Literate, partially schooled newcomers:** Students with native language literacy skills and some academic schooling
- ☐ **Newcomer students with interrupted formal education:** Students with disrupted or little formal educational backgrounds and below-grade-level or no literacy in their own native language.



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Comparing SLIFE to Other English Learners

Students with Limited or Interrupted Formal Education	English Learners
Limited, interrupted, or no formal education	Appropriate grade-level education
Low, or no literacy skills in any language	Age-appropriate literacy skills
Missing grade-level content knowledge	Grade-level content knowledge
Incomplete identity as learner	Identity as a learner

DeCapua & Marshall. www.malpeducation.com



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Immigrant Student Rights

- All students in the U.S. have a right to a free public education regardless of immigration status.
- It is illegal to ask families for documentation upon enrollment.
- By statute, documents must be translated into the home languages of families who indicate they speak a language other than English.



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Immigrant Student Rights

- Grade placement and retention cannot be based on language proficiency.
- All English learners must be provided with ESL or bilingual education services.
- Immersion of a student into a regular classroom without language services is a violation of federal law.



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Classroom Distance

Where may your newcomer SIFE students come from?



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Classrooms Around the World Debrief

Turn and Talk

- What will you need to teach students who have only experienced a classroom that is so different from their new classroom in the U.S.?



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Classrooms Around the World Debrief

*This building has so many rooms. Where do I go?
Where do I sit? Is this my seat all the time or just some of the time? Why are the other children looking at me? They don't look like my friends at home. Does anyone speak my language?!*



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Bio-Social-Emotional Supports for SIFE Students



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Diversity of Experiences

- ☐ Family reunification
- ☐ Unaccompanied minors
- ☐ Over-age/under-credit
- ☐ Refugee status
- ☐ Developing countries of origin
- ☐ Legal status
- ☐ Trauma

Requires Diversity of Supports

- ☐ Example from one district (Fairfax County Schools, VA):
 - ☐ Support groups by gender
 - ☐ Close communication between ESL and content teachers
 - ☐ Classroom supplies provided
 - ☐ Consistency in routines
 - ☐ Constant assessment and evaluation of both students and instructional efficacy
 - ☐ Training and vigilance for signs of trauma

Trauma



Specialized Needs of Students with Trauma

Example from a Guidance Counselor (Elizabeth Hood, LCSW-C, Prince George's County, MD.)

Trauma reactions can

- ☐ cause interrupted sleep, poor concentration, physical pain (headaches/stomach aches), anger/aggression and/or social withdrawal
- ☐ negatively affect attention, memory, and cognition
- ☐ impact the ability to organize and problem solve
- ☐ lead to poor attention, poor retention, and decreased reading ability

Specialized Needs of Students with Trauma

- Attachment: the student-teacher relationship
- Emotional regulation
- Isolation/Social interaction
- Lack of academic interest or progress
- Absenteeism/Dropout
- Suspension/Expulsion

Classroom-Based Supports

- Classroom Routines
- Relationship-building
- Providing a sense of safety
- Teaching feelings-vocabulary
- Orientation: negotiating their new world
- Normalizing their experience
- Relaxation techniques

Welcome "Packet"

Benjamin Banneker School

When you get to school, sign in at the front desk.



Talk to Ms. Carré, the receptionist. She is bilingual in Kreyol and English.



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Welcome "Packet"

Benjamin Banneker School

If your child is sick, call the school to tell them he or she is sick.

My child is sick and will not be at school today.

If your child is sick at school, he or she can go to the nurse.

If your child is very sick, the nurse will call you and you might need to come to the school to get your child.



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Welcome "Packet"

Benjamin Banneker School

Your student will have a main classroom teacher.



There is also a school principal or Director of the school, Ms. Bretous.



If your child has a problem, you can call the teacher or the principal to talk or visit the school.

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Parent Engagement

- CAL *Making Your Way* Curriculum for parent orientation and ESL classes
- Available in English, Arabic, and Nepali
- Topics include:
 - Housing
 - Transportation
 - Employment
 - Learning English
 - Education
 - Health and Hygiene
 - Budgeting and Personal Finance
 - Cultural Adjustment
 - U.S. Laws



<http://www.culturalorientation.net/providing-orientation/toolkit/p-orientation-curriculum/making-your-way-reception-and-placement-curriculum>



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Academic Supports for SIFE Students

Quote to Consider

- "...while taking a remedial approach may seem intuitive, such instruction does not match the reality of SLIFE who are **not relearning what they failed to grasp before**, but rather **engaging in formal classroom learning**, many for the first time or after a significant interruption"
 - (DeCapua & Marshall, 2015)
- More effective instruction for SLIFE Students:
 - Culturally Responsive Teaching
 - Mutually Adaptive Learning Paradigm



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Defining Funds of Knowledge

- ☐ Conceptual framework based on the principle that the best way to learn about students and the knowledge they have is to learn about their lives and experiences
- ☐ Rather than depend on the deficit model thinking that newcomers bring little or no knowledge base, research shows that students draw from an intercultural and hybrid knowledge base to support them in their new environment.



Funds-of-Knowledge Teaching

- ☐ Teachers build their knowledge of their students' backgrounds and experiences.
- ☐ Teachers bridge and scaffold learning.
- ☐ Students see the knowledge and life experiences they bring as useful and valuable.



Pragmatic Knowledge vs. Academic Knowledge

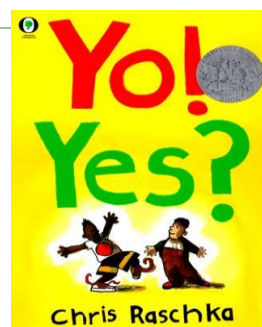
Pragmatic Knowledge	Academic Knowledge
<ul style="list-style-type: none"> • Based on experience, often accumulated over generations and passed down orally • Focused on the concrete, functional • Concerned with immediate relevance, benefit • Frequently culture/environment specific • Changeable 	<ul style="list-style-type: none"> • Based on logic and the hypothetical; strong focus on literacy • Focused on abstractions, e.g., taxonomies, comparison/contrast • Immediate relevance and benefit not necessarily important • Not tied to specific culture or environment, e.g., algebraic equations, definition of a mammal • Relatively static

DeCapua, A. & Marshall, H.W. (2011) *Breaking new ground: Teaching students with limited or interrupted formal education in U.S. secondary schools*. Ann Arbor: University of Michigan Press.

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Yo! Yes? by Chris Raschka Word List: 17 words or phrases

- | | |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Yo | <input type="checkbox"/> Why? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <input type="checkbox"/> Hey | <input type="checkbox"/> fun |
| <input type="checkbox"/> Who? | <input type="checkbox"/> friends |
| <input type="checkbox"/> You | <input type="checkbox"/> Look |
| <input type="checkbox"/> Me | <input type="checkbox"/> Hmm |
| <input type="checkbox"/> Oh | <input type="checkbox"/> Well |
| <input type="checkbox"/> What's up? | <input type="checkbox"/> Yow! |
| <input type="checkbox"/> Not much | |



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Developing Oral Language for Social Purposes

- ☐ **Basic Interpersonal Communication Jeopardy**
 - Students form teams of three or four
 - Each team has a dry-erase board
 - Teams must work together to write answers on board and then hold up for teacher/other teams to judge
 - Within teams, whiteboard must be passed from team member to team member



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Welcome	Neighborhood	Colors	Food Likes/Dislikes	Classroom Locations
100	100	100	100	100
200	200	200	200	200
400	400	400	400	400

Culturally Responsive Text

"When We Left El Salvador" poem

in

A Movie in My Pillow, Una película en mi almohada

by Jorge Argueta and illustrated by Elizabeth Gomez

Patterned Writing

Use the poem

"When we left El Salvador" to inspire a purpose for writing and to provide a scaffold for writing.

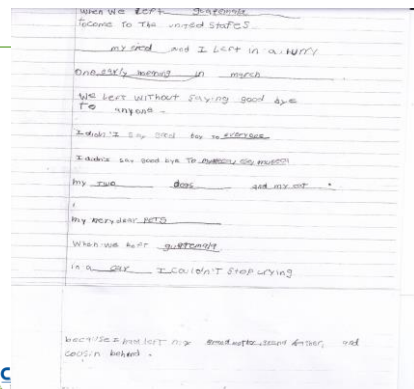
- bilingual text
- sentence frames

Patterned Writing

1. Students whose first language is Spanish and have minimal or no English, read the Spanish poem first, and then the English.
2. Students whose first language is Spanish and have high beginning to low intermediate English, read the English first and then the Spanish.
3. If the first language is other than Spanish, read the English only (ideally working with a partner from the same language background, if needed and possible).

Patterned Writing, extra scaffolds

When we left _____
(country)
to come to the United States
_____ and I left in a hurry
(who came with you?)
One _____
(time of day like morning, afternoon, evening, or night)
in _____
(month).



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_____ and I left in a hurry
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When we left _____
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in _____
(month).

Culturally Responsive Text

Sí, Se Puede – Yes, We Can
by Diana Cohn and illustrated by
Francisco Delgado



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Co-constructing text to summarize plot

Background – Students have completed a unit on Cesar Chavez. Now they will learn about movements for justice that continue today.

1. Students are provided with the bilingual text. They storyboard each page of the text.
2. Upon completion of the storyboards, students who are able to compose their own summary in English do so, using the storyboards to sequence their narrative.
3. The teacher co-constructs the summary in English with students who are not yet able to write on their own, using their storyboards and the bilingual text to make meaning in English.



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Co-constructing text to summarize plot

The next morning Carlitos goes to school by bus. One night, **mama** speaks with Carlitos. Mama is complaining that she has to work on weekends to make enough money. She tells him that the workers are ***preparing** for a **strike**. When the **strike** begins, Carlitos's mother ***protests**, too.

*English-Spanish, English-French cognates

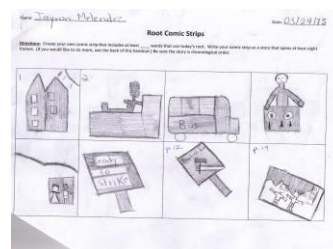
Key word: "strike" – learned during previous unit – "huelga" in Spanish.



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Student Work Sample



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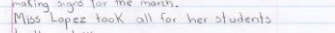


Teaching Features with Co-Constructed Text



Use text to teach other features.
For example, **pronoun referents**:

The next morning Carlitos goes to school by _____.
One night, **mama** speaks with Carlitos. **Mama** is complaining that **she** has to work on _____ to make enough _____. **She** tells **him** that the workers are preparing for a _____. When the strike begins, Carlitos's mother _____, too.



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Co-constructing text to summarize plot



Use text to teach other features.
For example, simple present tense:

The next morning Carlitos go to school by bus. One night, mama speak with Carlitos. Mama complain that she has to work on weekends to make enough money. She tell him that the workers are preparing for a strike. When the strike begin, Carlitos's mother protest, too.



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Co-constructing text to summarize plot



Use the text to teach other features.
For example, simple present tense:

The next morning Carlitos goes to school by bus. One night, mama speaks with Carlitos. Mama complains that she has to work on weekends to make enough money. She tells him that the workers are preparing for a strike. When the strike begins, Carlitos's mother protests, too.



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Co-constructing text to summarize plot



Use text to teach other features.
For example, simple past tense:

The next morning Carlitos went to school by bus. One night, mama spoke with Carlitos. Mama complained that she had to work on weekends to make enough money. She told him that the workers are preparing for a strike. When the strike began, Carlitos's mother protested, too.



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Extension activity



Read about Dolores Sanchez, the woman who inspired the story *Si Se Puede*.

T gives every student a copy of the text having numbered each line.

T writes comprehension questions and has students find the lines on which the answers can be found.

T works with students to co-construct the responses.

Example:

T: Where did Dolores grow up?

S: Line 10: Dolores grew up in Mexico City.



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Academic Scaffolds

- ☐ Culturally responsive text
- ☐ Use of L1
- ☐ Patterned writing
- ☐ Sentence frames with clues
- ☐ Storyboarding to show comprehension and generate writing
- ☐ Shared writing
- ☐ Using co-constructed writing to teach language features



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Newcomer Programs



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General Program Guidelines

- Definition of programs serving newcomers:
 - specialized academic environments that serve newly arrived, immigrant English language learners for a limited period of time
 - programs vary: program within a school, at a separate site, or whole school
- Goals of programs serving newcomers:
 - Help students acquire English skills
 - Provide sheltered instruction in core subject areas
 - Guide students' acculturation to US school system
 - Develop or strengthen native literacy skills

Short, D. J., & Boyson, B. A. (2012). *Helping newcomer students succeed in secondary schools and beyond*. Washington, DC: Center for Applied Linguistics.



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Wrap-Up Slide

During this session did we discuss...

- Who our SIFE students are, and their legal rights?
- What experiences our SIFE students may have had?
- How we can provide supports to SIFE students based on their previous experiences...
 - From a bio-social-emotional perspective?
 - From an academic perspective?



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Thank You
 Mahalo
 Kiitos
 Tack
 Grazie
 Obrigado
 Takk
 Gracias
 Toda
 Thanks
 Merci

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