Teaching "English" in Contentious Times

WITESOL 2018 Annual Conference

Alverno College

Milwaukee, Wisconsin

October 27, 2018

Tim Boals, Ph.D.

WIDA Founder and Director

©2018 Board of Regents of the University of Wisconsin System

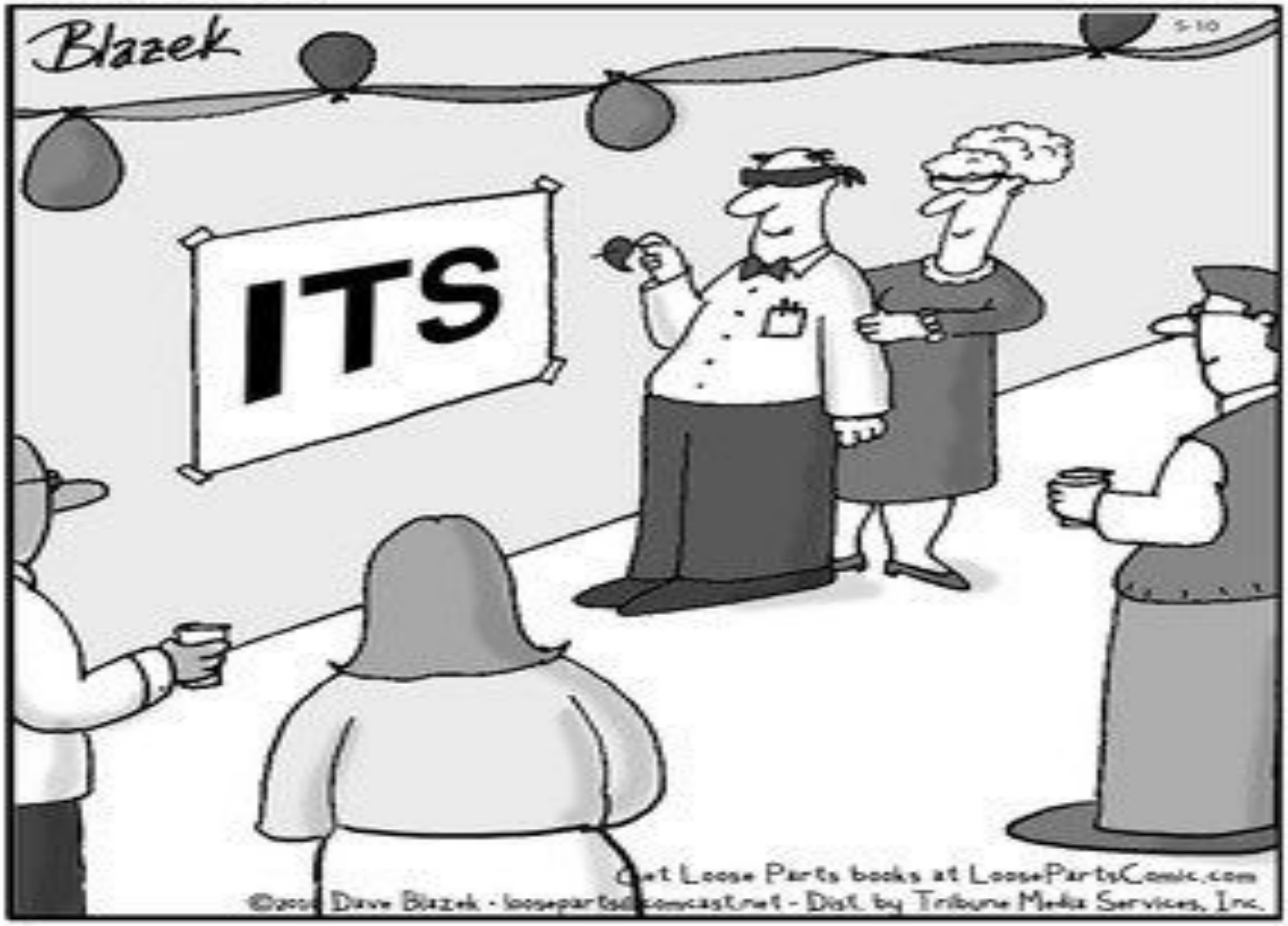
Why did I choose this title with "English" within scare quotes?

- What it means to "Teach English" has evolved, as has your role in school
- Advocacy is a major part of what you do
- These are tough times to be a teacher and even tougher times to be an immigrant

WIDA

©2018 Board of Regents of the University of Wisconsin System

LOOSE PARTS DAVE BLAZEK



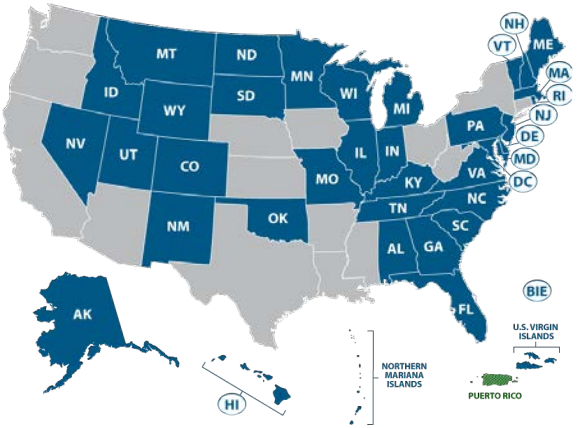
The games get pretty crazy at English teachers' parties.

WHEN COMFORTING A GRAMMAR TEACHER,

I ALWAYS SAY SOFTLY, "THERE, THEIR, THEY'RE"

What is WIDA?

WIDA provides a trusted, comprehensive approach to supporting, teaching, and assessing multilingual learners.



The WIDA Consortium is made of 39 U.S. States and territories. Additional programs include: WIDA International School Consortium, WIDA Early Years, and WIDA Español.

Wisconsin Center for Education Research
UNIVERSITY OF WISCONSIN–MADISON

WIDA™

©2018 Board of Regents of the University of Wisconsin System

Succeeding with Multilingual Learners: Lessons Learned from the Great City Schools (2009)

Teachers need guidance, tools, and support for the teaching of *language within school contexts* to maximize *language and content* learning.

WIDA

English proficiency as a "pre-requisite to success?"

- A Latino father walks in the principal's office on his daughter's first day at school

- Chinese student who enters US University vs. our immigrant, multilingual students, either as ELs or exited

- *"I worry about correctness."* Guadalupe Valdes, comments spoken at AERA Conference 2018

WIDA

©2018 Board of Regents of the University of Wisconsin System

“In short, learning English must be a partner to learning the practices, knowledge, and skills contained within content area classes.”

Sue Pimentel, 2018, Johns Hopkins Policy Brief

The aim of language learning is not native-like mastery, but becoming an effective participant in collective activity and accomplishing multiple and evolving goals for meaning-making and communication.

WIDA

National Academies of Sciences, Engineering, Medicine, National Academies Press, 2017

©2018 Board of Regents of the University of Wisconsin System

Our themes today

- English as partner to learning, not gate keeper
- Redefining English proficiency within a larger frame of language and academic literacy/discourse development for college and career success
- How we practice and think about our role both as teacher and advocate

WIDA

©2018 Board of Regents of the University of Wisconsin System

The times we live in: Recent headlines

- Immigrant Kids Seen Held in Fenced Cages at Border Facility, AP News, June 18, 2018
- Hundreds of Children Remain Separated from Parents, CNN, Aug 30, 2018
- Teachers Say It's a Struggle to Keep Some Immigrant Students Engaged (while their status is precarious), Education Week, March 7, 2018
- Election's Intolerant Tone Stokes Fears for Latino Students, Education Week, Nov 2, 2016
- Rise in Hate Violence Tied to 2016 Election, SPLC, March 1, 2018
- Hate Crimes Rise Second Straight Year; Anti-Muslim Violence Soars, SPLC, Nov 13, 2017

WIDA

©2018 Board of Regents of the University of Wisconsin System

Data on multilingual learner underachievement (NCELA, 2015)

- 59% of ELs graduate vs. 80% national average
- 71% of Hispanic students vs. 86% White students
- Non-EL AP placement is 2.5 times higher
- Non-EL GT placement is 3.5 times higher
- 70% of mainstream teachers report having too little training

WIDA

©2018 Board of Regents of the University of Wisconsin System

Promoting the Educational Success of Children and Youth Learning English: Promising Futures (National Academies of Sciences, Engineering, Medicine, National Academies Press, 2017)

"Despite their linguistic, cognitive and social potential, many ELs – who account for more than 9 percent of enrollment in grades K – 12 in U.S. schools – are struggling to meet requirements for academic success, and their prospects for success in post-secondary education and in the workforce are jeopardized as a result."

WIDA

©2018 Board of Regents of the University of Wisconsin System

What does College- and Career-Ready really mean? Students can:

- situate meaning in school contexts
- work through confusion and "stay in the game"
- take on the "college/career going identity"
- participate adequately in the practices and discourses

(Center for Minority Serving Institutions, 2013; Lundberg, 2018; Gee, 2011)

WIDA

©2018 Board of Regents of the University of Wisconsin System

Opportunity to learn (OTL)

- "College and Career Readiness" is mastering the academic discourses/literacies (Gee)
- Beyond our traditional definition of "English proficient"
- Students need to "play with language" in content rich environments, immersed in very engaging, supported language opportunities (apprenticeships)

WIDA

©2018 Board of Regents of the University of Wisconsin System

What is OTL for Multilingual Learners?

Teaching Language through Content (Mohan, 1980s)

Language and literacy development beyond ELD/ELA to all subjects

- **Actualized through new generation of language standards** (WIDA, 2004, 2012, 2019; CA 2012)
- Tools: SFL, genre-based pedagogy
- WIDA tools: Model performance Indicators (2012), CAN DO Descriptors Key Uses Edition

Teaching Content while Attending to Language (Lemke, 1990s)

Supported access

- **Actualized through CCR standards** (CCSS, 2010; NGSS, 2012)
- Tools: Disciplinary practices
- WIDA tools: CAN DO Philosophy and Descriptors, Talking Math, Talking Science (Talking STEM),

WIDA Coming soon: instructional framework (2019), Language Pathways

WIDA

©2018 Board of Regents of the University of Wisconsin System

1999 CA ELD Standards

Prior focus on:

- English as a set of rules
- Grammar as syntax, separate from meaning, with discrete skills at the center
- Language acquisition as a linear, individual process
- Language development focused on accuracy and grammatical correctness
- **Simplified texts** and activities, often **separate** from content knowledge

2012 CA ELD Standards

New emphasis on understanding:

- English as a **meaning-making resource*** with language choices based on discipline, topic, audience, task, and purpose
- An expanded notion of **grammar** as encompassing discourse, text structure, syntax, and vocabulary and **as inseparable from meaning**
- Language acquisition as a nonlinear, spiraling, dynamic, and complex social process in which meaningful interaction with others is essential
- Language development focused on interaction, collaboration, comprehension, and communication, with strategic scaffolding to guide appropriate linguistic choices
- **Complex texts and intellectually challenging activities**

***Bold added for emphasis**

WIDA™

©2018 Board of Regents of the University of Wisconsin System

Language and Literacy Development for Multilingual Learners:

Moving from strict emphasis on forms and features to ways of doing and being with oral and written language repertoires within school, ultimately fostering metalinguistic awareness.

(Boals, Hakuta, Blair, 2015)

WIDA

©2018 Board of Regents of the University of Wisconsin System

Supported access with assets-based, culturally/linguistically sustaining pedagogies (Paris & Alim, 2017; McCarty & Lee, 2014)

Balancing Access and Support

"Support, then, is not simplification of the lesson, but contextualization that enhances learning while not altering the conceptual richness." (p. 296)

Boals, Hakuta, Blair, 2015

Next Generation National Science Standards (NGSS)

The framework emphasizes that learning about science and engineering involves integration of the knowledge of scientific explanations (i.e., content knowledge) and the practices needed to engage in scientific inquiry and engineering design. Thus the framework seeks to illustrate how knowledge and practice must be intertwined in designing learning experiences in K-12 science education."

WIDA™

©2018 Board of Regents of the University of Wisconsin System

Next Generation National Science Standards (NGSS)

Example from MS-PS 2-4:

Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

[Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass …]

WIDA

©2018 Board of Regents of the University of Wisconsin System

In the past, schools have marginalized multilingual learners

- Remedial language
- Strict separation of languages
- Remedial content
- Devaluing native languages
- Devaluing cultures instead of viewing them as sustaining
- Ignoring the role of identity formation (e.g. lack of worthy apprenticeships)

WIDA™

©2018 Board of Regents of the University of Wisconsin System

An Introduction to the Bilateral Transverter

The ring modulator is unusual in that the four diodes are self- biased by the bypass resistor, R2. As a result, the diodes act as varactors throughout most of the RF cycle, which means the balanced mixer functions as a parametric up-converter. This permits a much higher saturated power output than could be attained with a conventional ring modulator.

Unfortunately, like most parametric converters, it is also subject to parasitics. These parametric parasitics can be extinguished by reducing the value of R2, but unfortunately at the expense of lower saturated output. The value of R2 should be the maximum that will permit completely stable operation.
(Fred Brown, 2008, American Radio Relay League)

WIDA

©2018 Board of Regents of the University of Wisconsin System

Great City Schools Report

"The results [of our research] scream for better integration of English Learners into the general education program." (p. iv)

Advocacy Begins Here

"The task for both teachers and researchers is to make the usually transparent medium of classroom discourse the object of focal attention."

Courtney Cazden, 2001, Classroom Discourse: The Language of Teaching and Learning, page 6.

And because language is situated within cultural contexts, we must understand deeply who are students are, respect who they are, and build their capacities to navigate both their local and global worlds. Boals, 2016

WIDA

©2018 Board of Regents of the University of Wisconsin System

What are the implications for teachers?

- All students need practice “languaging” in each class
- 75/25 split
- Focus on modeling what meaning making looks like and providing opportunities to build meta-awareness of school genres
- Students practice these academic genres and begin to take on academic identities

WIDA

©2018 Board of Regents of the University of Wisconsin System

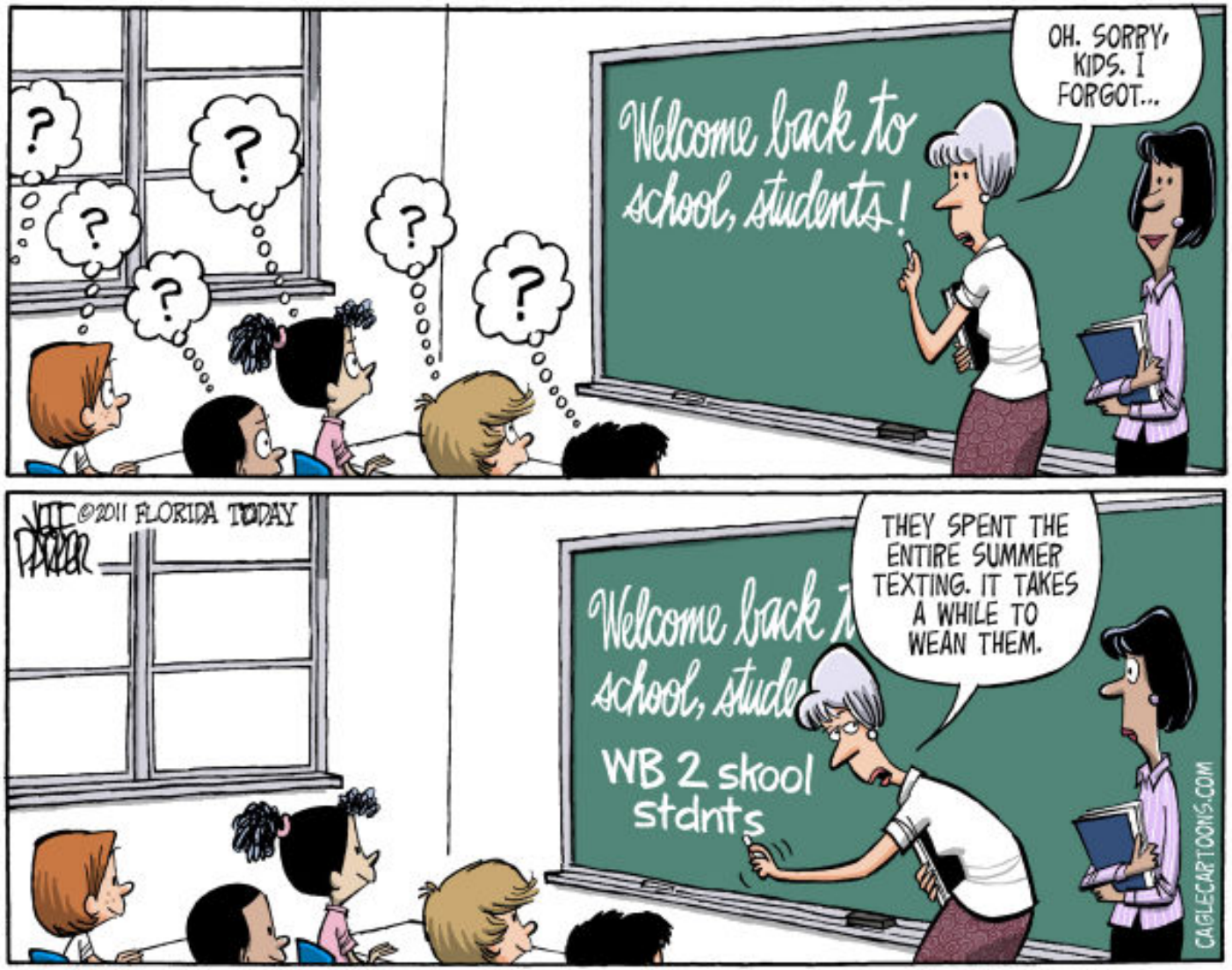
What about the notion of genres?

- Texts differ, creating different “text types” or genres
- Genres are ... Goal-oriented, social, semiotic practices through which we live our lives. They unfold in relatively predictable ways in achieving their purpose
- Genres come into being as features of context of situation and context of culture

Francis Christie, 2017

WIDA

©2018 Board of Regents of the University of Wisconsin System


Welcome back to school, students!
OH. SORRY, KIDS. I FORGOT...
?
?
?
?
?
©2011 FLORIDA TODAY
Welcome back t
school, stude
WB 2 skool stdnts
THEY SPENT THE ENTIRE SUMMER TEXTING. IT TAKES A WHILE TO WEAN THEM.
CAGLECARTOONS.COM

Goal for our students in teaching about genres:

- Extend their meaning making repertoires
- Help them see what they need to be able to do through language to succeed in school. E.g., effectively recount, argue, explain, discuss, etc. …
- Connect to the disciplinary practices now found in college and career-ready content standards

Derewianka, 2018

WIDA

©2018 Board of Regents of the University of Wisconsin System

A Genre Based Approach

- Identifies the language and literacy demands of various curriculum areas and tasks within school-based genres, including spoken, written and multimodal formats
- Explicitly teaches students to develop control over these demands
- Recognizes that genres need to be interpreted in their context of use
- Creates learning intentions and success criteria (which then become part of feedback and assessment loops)

Derewianka, 2018

WIDA

©2018 Board of Regents of the University of Wisconsin System

Grammatical metaphor

Two clauses:

The soldiers **invaded** the town and then **destroyed** all the buildings.

Combined in one clause:

The soldiers' **invasion of** the town led to/was followed by **the destruction of** all the buildings.

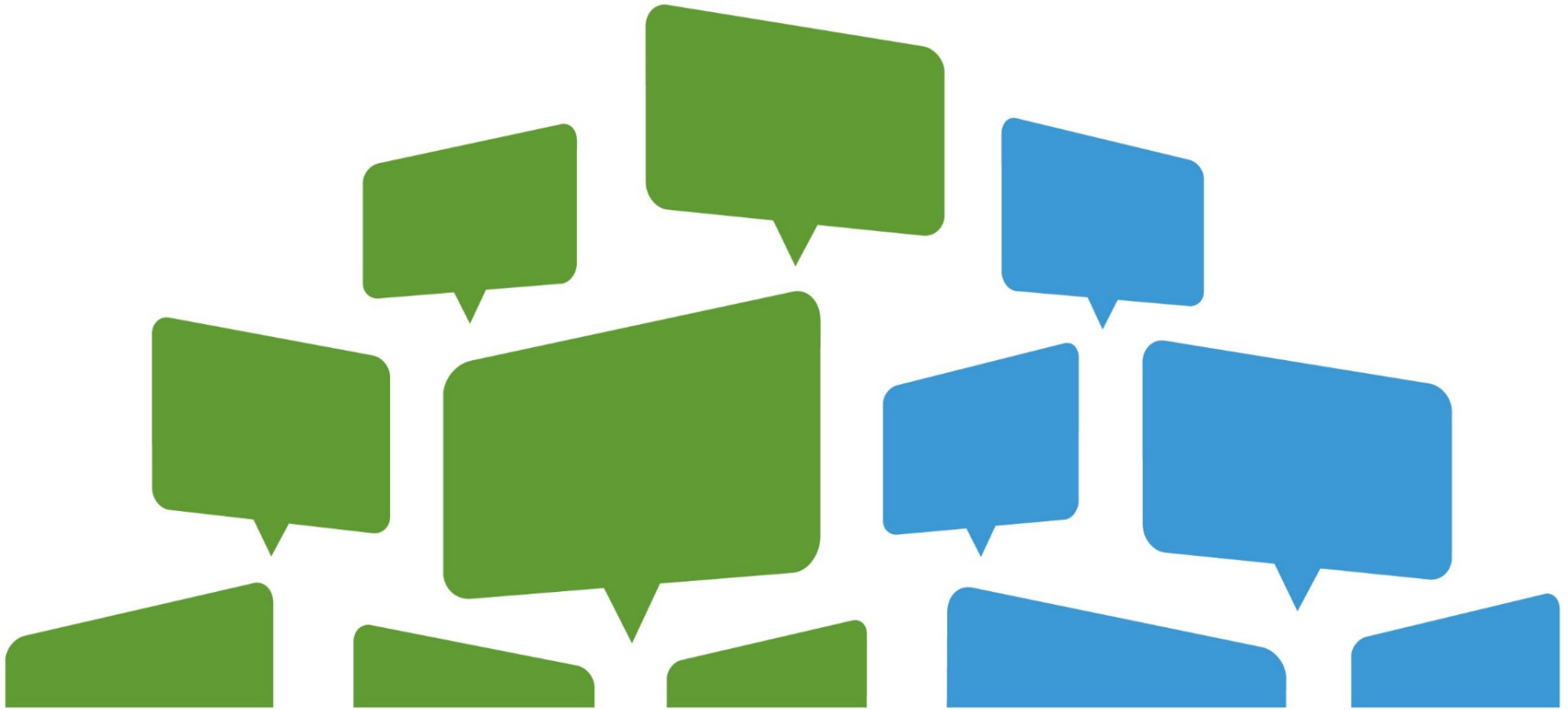
Note: (i) emergence of 2 nominal groups (ii) loss of the conjunction & conjunctive adjunct, (iii) re-expression of the conjunction & conjunctive adjunct in the verb underlined.

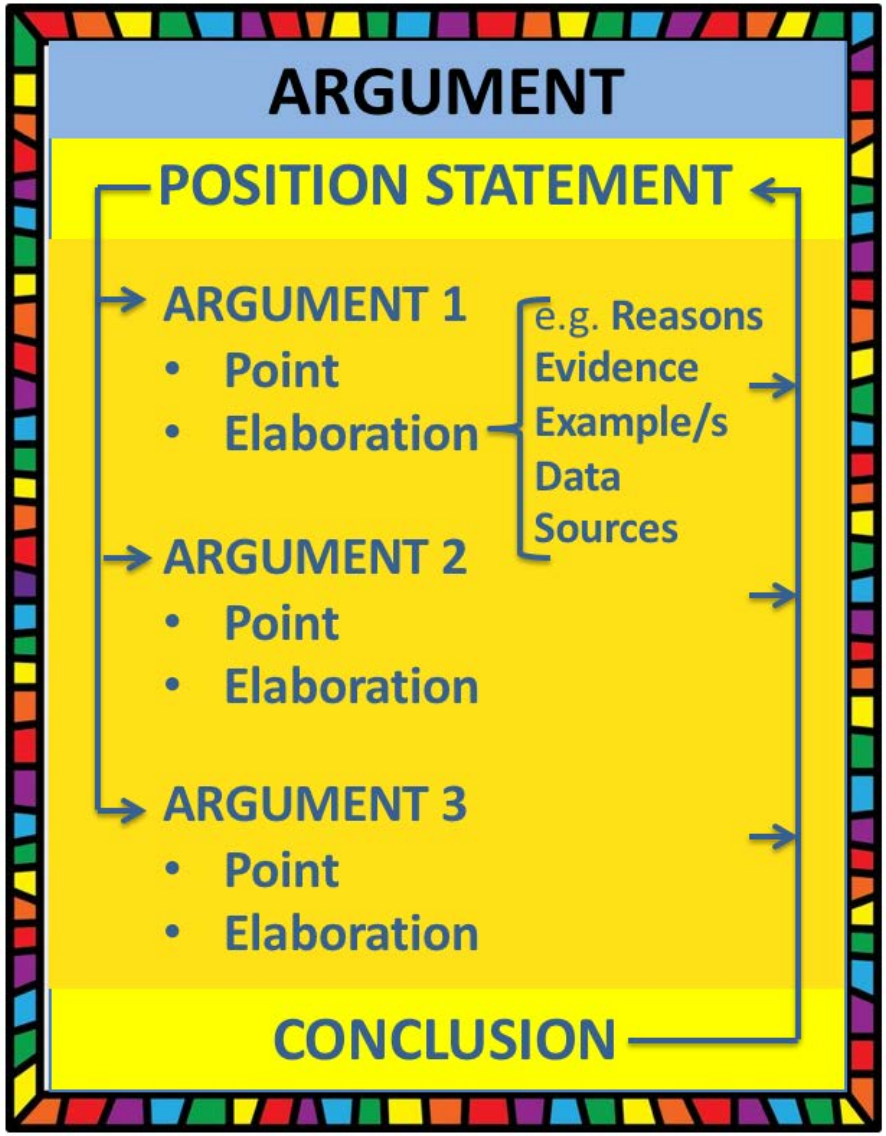
Francis Christie, 2018

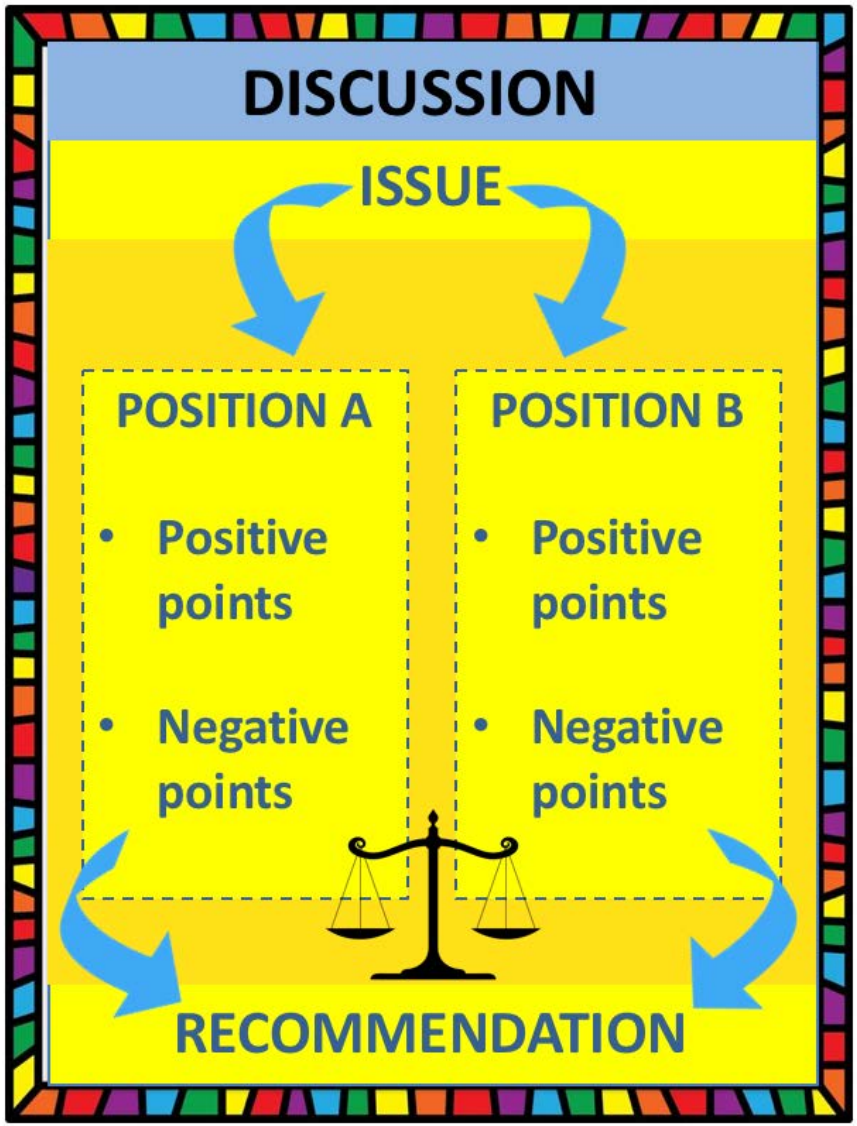
WIDA

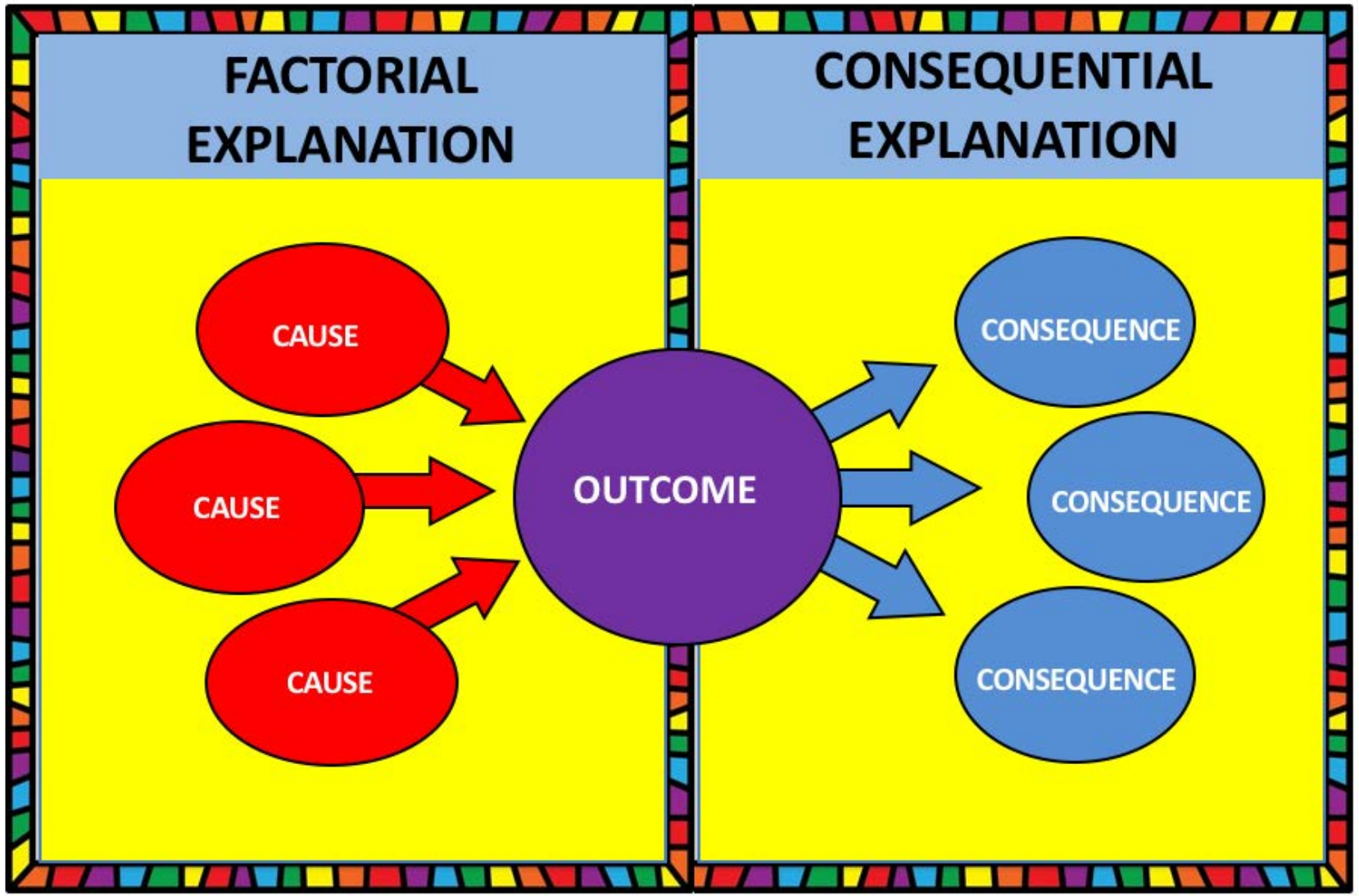
©2018 Board of Regents of the University of Wisconsin System

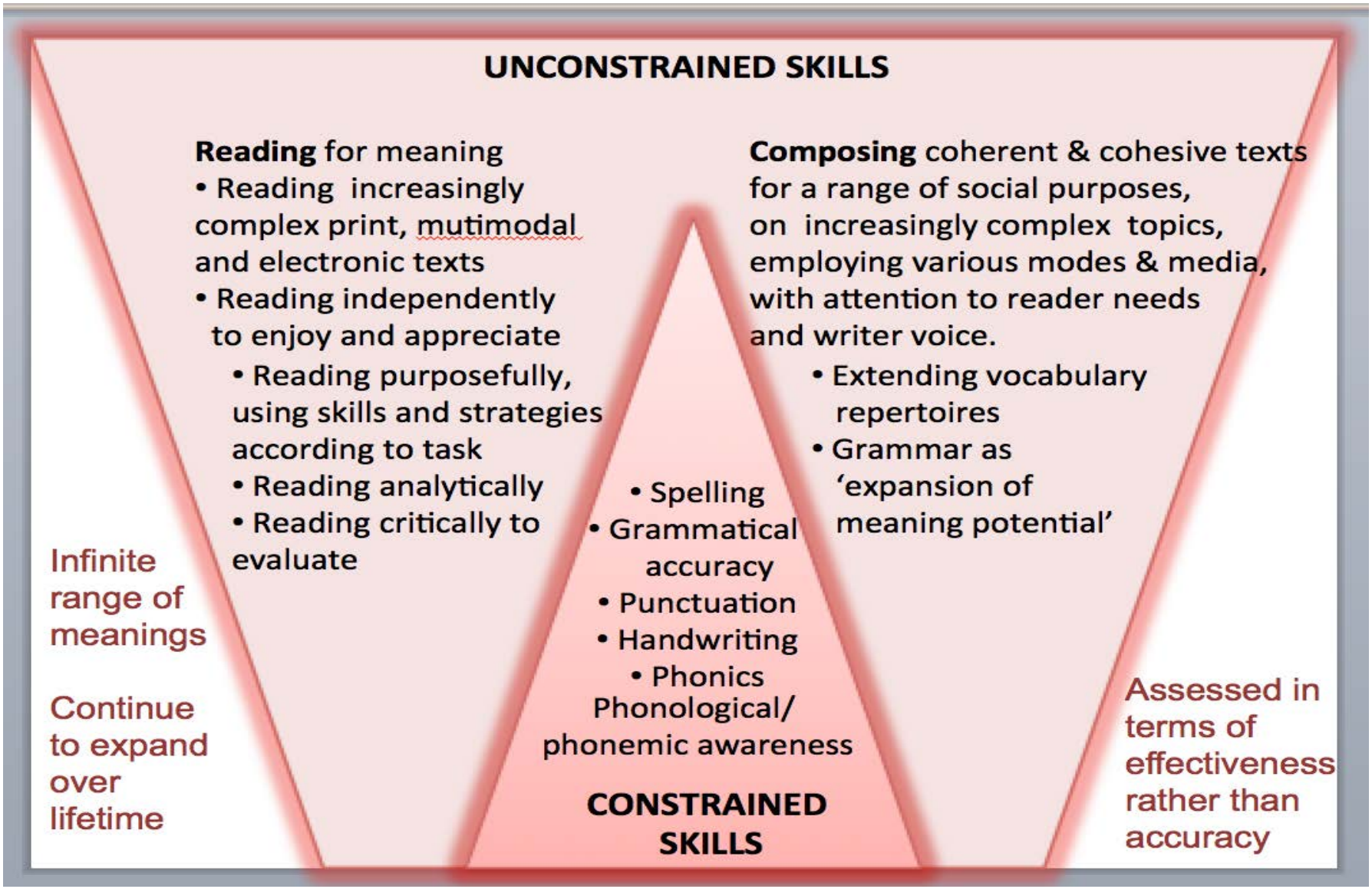
Genre-Based approaches help build meta-awareness of how language is structured differently for different purposes




ARGUMENT
POSITION STATEMENT
ARGUMENT 1
• Point
• Elaboration
e.g. Reasons
Evidence
Example/s
Data
Sources
ARGUMENT 2
• Point
• Elaboration
ARGUMENT 3
• Point
• Elaboration
CONCLUSION


DISCUSSION
ISSUE
POSITION A
• Positive points
• Negative points
POSITION B
• Positive points
• Negative points
RECOMMENDATION


FACTORIAL EXPLANATION
CONSEQUENTIAL EXPLANATION
CAUSE
CAUSE
CAUSE
OUTCOME
CONSEQUENCE
CONSEQUENCE
CONSEQUENCE


UNCONSTRAINED SKILLS
Reading for meaning
• Reading increasingly complex print, mutimodal and electronic texts
• Reading independently to enjoy and appreciate
• Reading purposefully, using skills and strategies according to task
• Reading analytically
• Reading critically to evaluate
Composing coherent & cohesive texts for a range of social purposes, on increasingly complex topics, employing various modes & media, with attention to reader needs and writer voice.
• Extending vocabulary repertoires
• Grammar as 'expansion of meaning potential'
Infinite range of meanings
Continue to expand over lifetime
• Spelling
• Grammatical accuracy
• Punctuation
• Handwriting
• Phonics
Phonological/ phonemic awareness
CONSTRAINED SKILLS
Assessed in terms of effectiveness rather than accuracy

What is WIDA Doing

- Language Standards Refresh/Instructional Framework focusing more on opportunity to learn (engagement and meaning-making at the center)

- Key uses and language pathways

- Doing and Talking Math and Science (STEM)

WIDA™

©2018 Board of Regents of the University of Wisconsin System

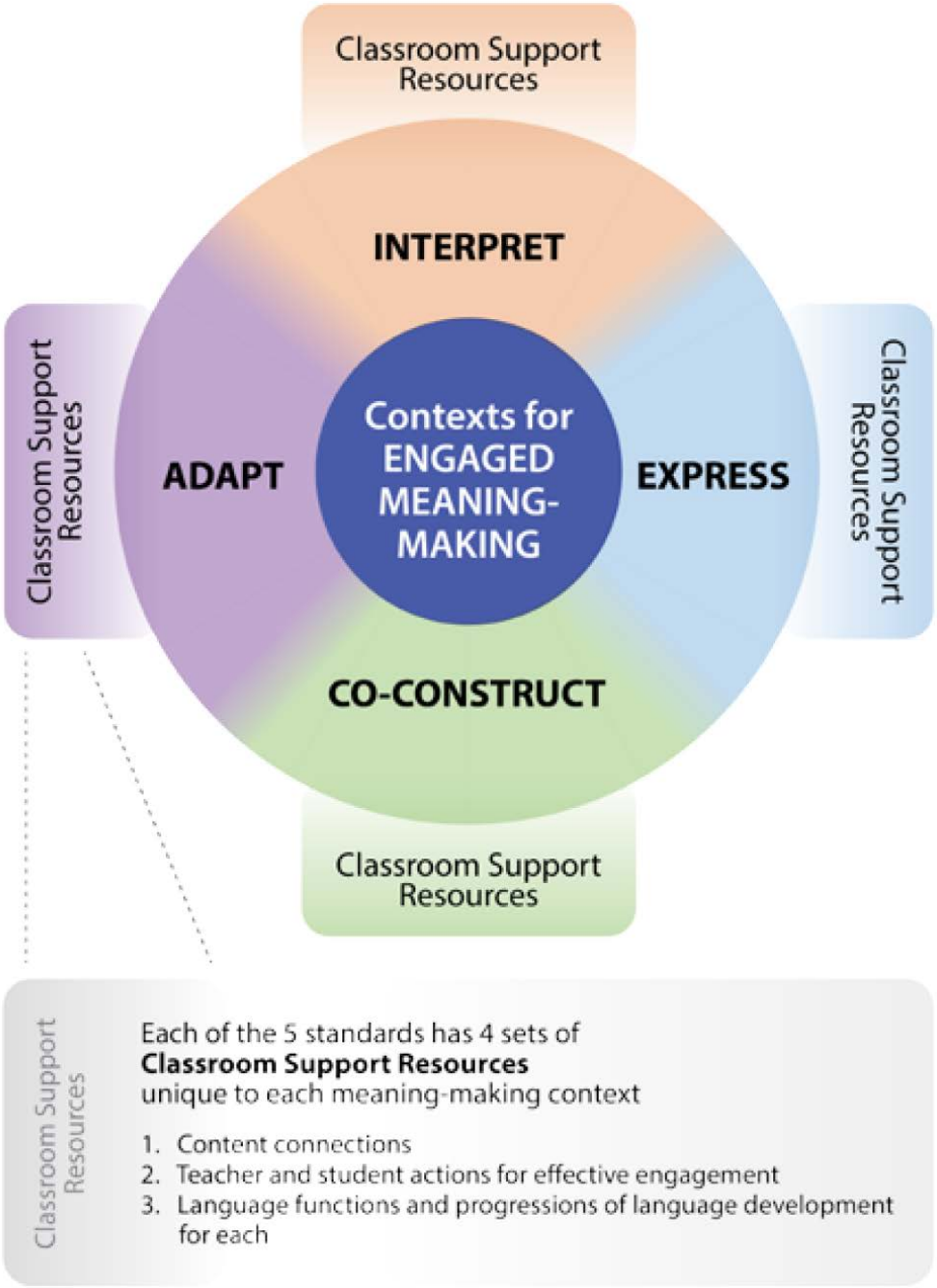
About the Instructional Framework

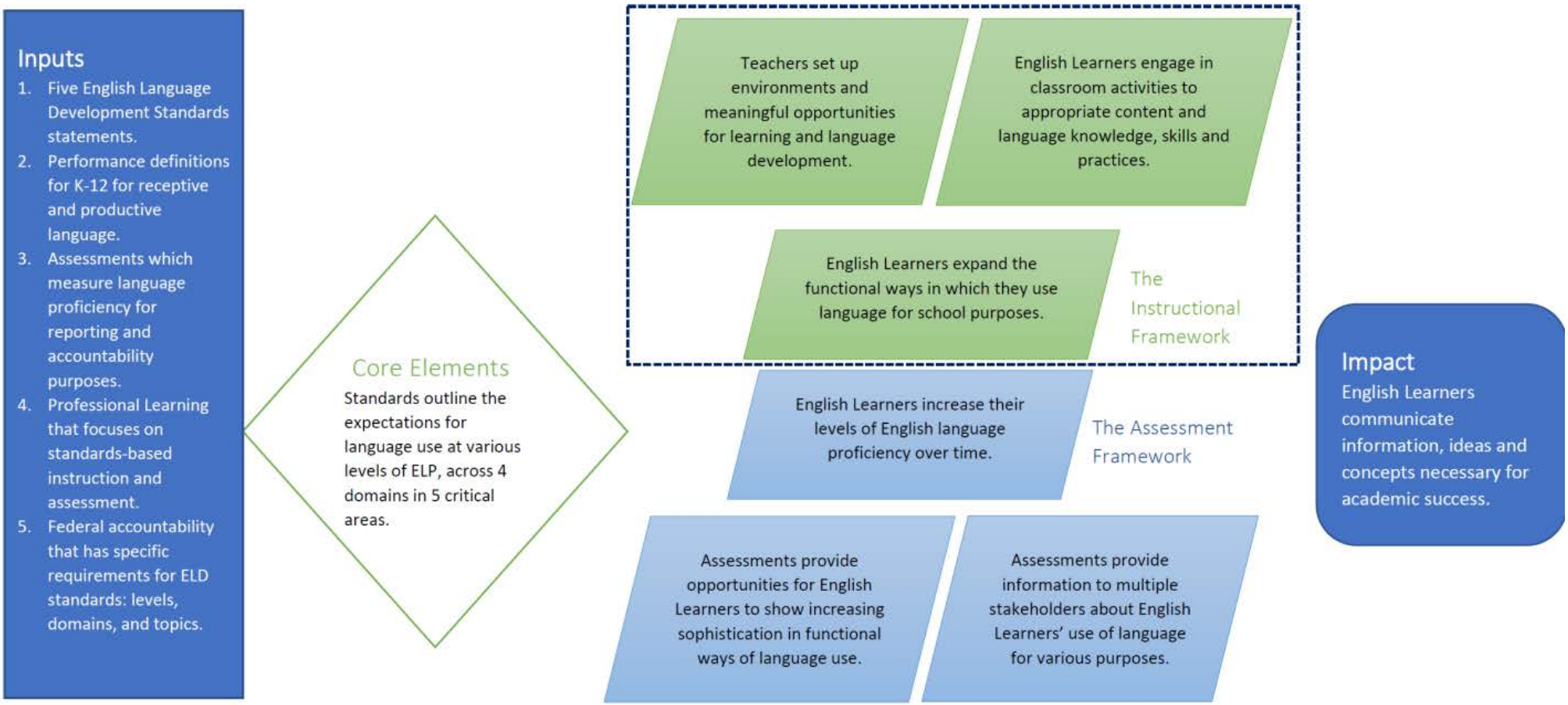
- Combines language functions with language features in a single reference document
- Expands the notion of domains (listening, speaking, reading and writing) to include contexts in which students use language to **interpret**, **express**, **co-construct** and **adapt the expression** of meaning
- Introduces nomenclature allowing educators to easily reference standards in their lesson plans or curriculum guides

WIDA™

©2018 Board of Regents of the University of Wisconsin System

Contexts for Engaged Meaning-Making





Assumptions

1. Teachers use tools to unpack standards and identify language goals to embed in their context (e.g., local policies, curriculum, and ideologies).
2. Instruction and assessment complement each other; therefore, different tools are needed that align to their particular purposes and goals.
3. College, career and civic readiness standards articulate required knowledge, skills and practices of disciplines and language.

Language Pathways

Provide guidance for explicit, purpose-driven language instruction in the following *Key Uses of academic language:*

- Arguments,
- Explanations,
- Recounts (narrative and expository), and
- Classroom discussions.

WIDA

©2018 Board of Regents of the University of Wisconsin System

Research Findings on Implementation:

- Highlight explicit opportunities for language development during content instruction
- Allows students to learn the language uses commonly found in national and state academic content standards
- Language specialists report a shift in colleagues' perceptions of their expertise

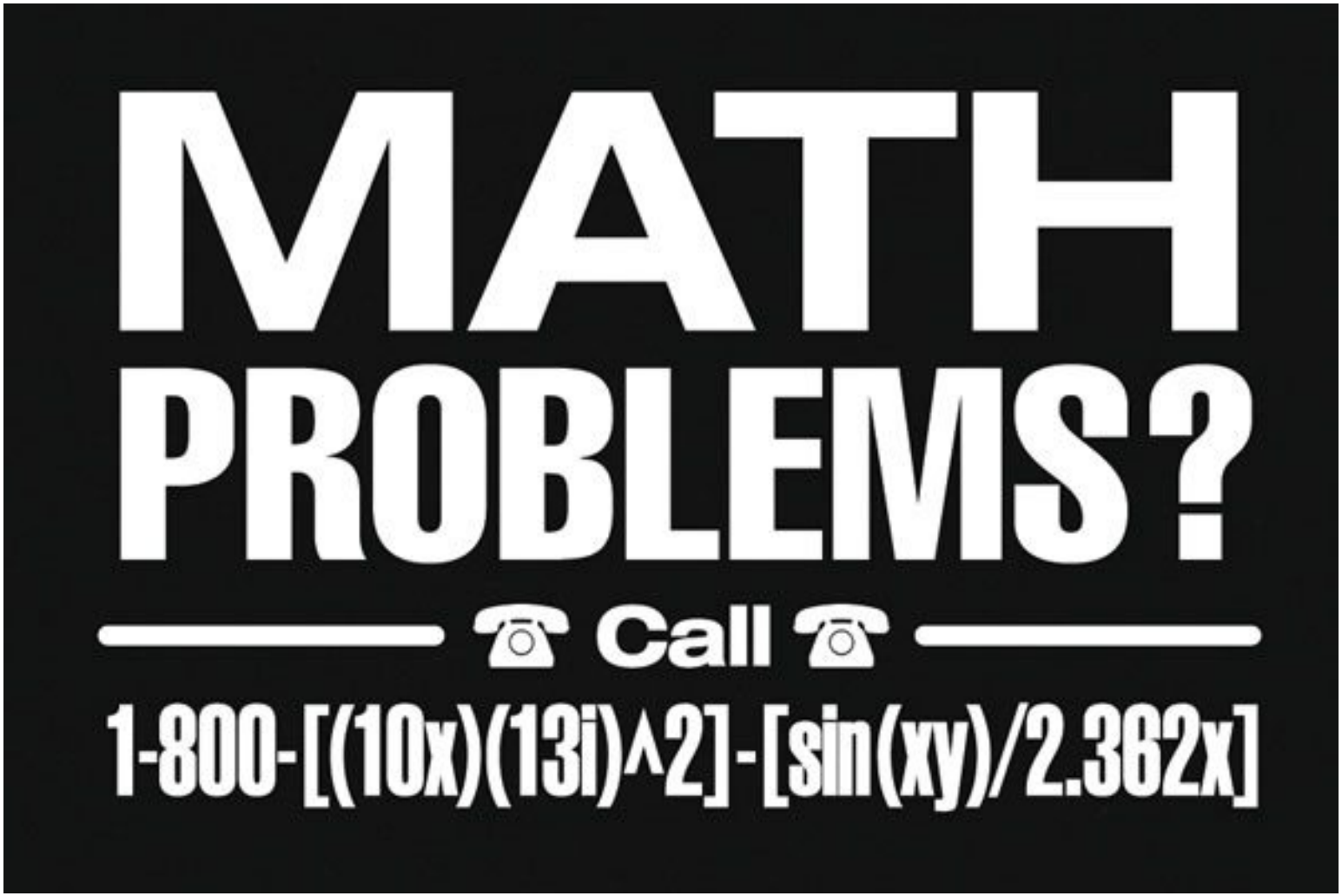
WIDA

©2018 Board of Regents of the University of Wisconsin System

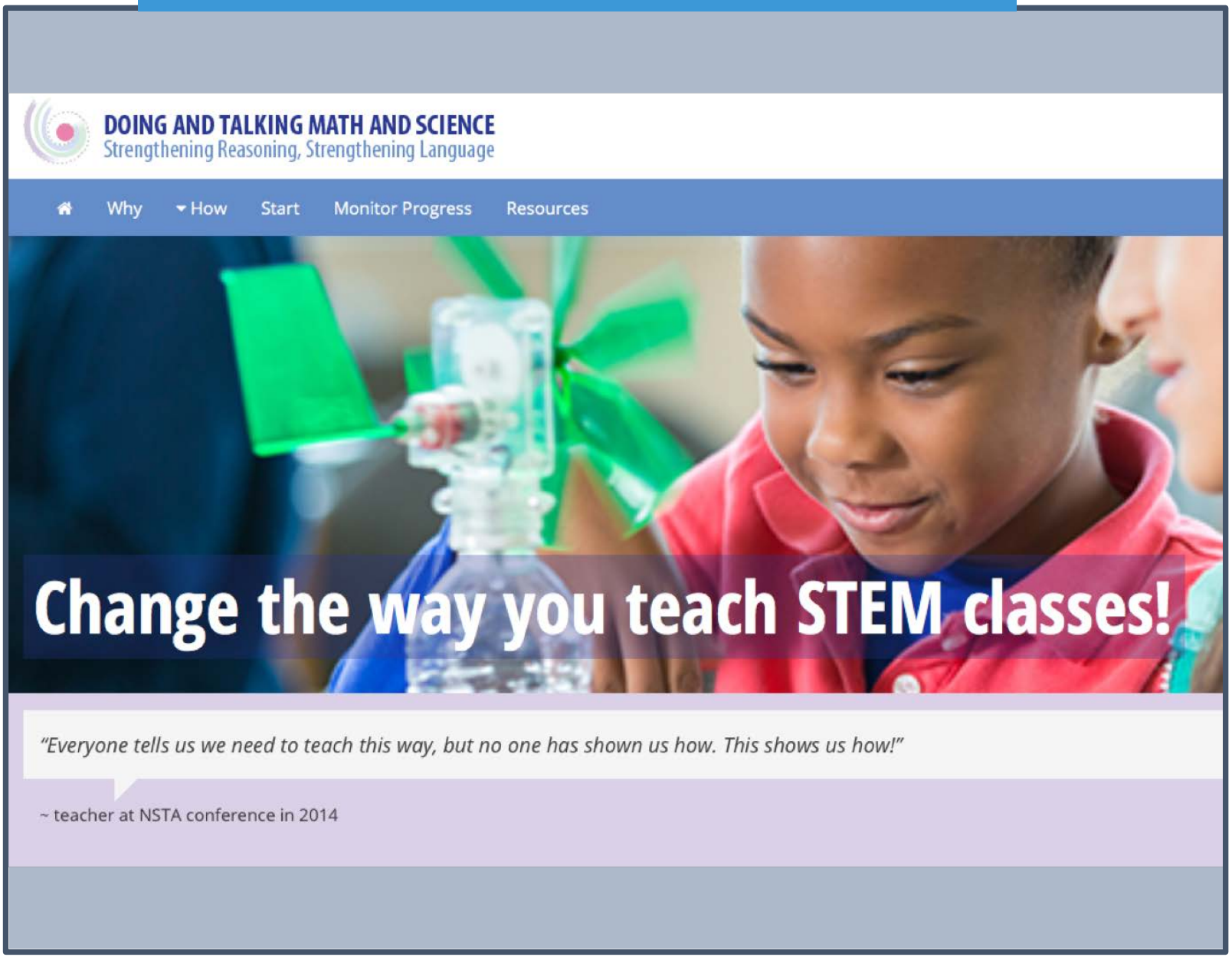
Key Use: Explain

(Short Excerpt from Secondary Writing)

*Explanations tell **how** or **why** about a phenomenon or to **analyze how** things work.*		
Entering	Developing	Bridging
Assume a neutral stance of authority throughout the explanation		
Use relational verbs (*have, be)* in phrases or simple declarative sentence. *Weight is measured in newtons.*	Use a variety of grammatical structures such as action verbs *(dropped, calculate, is measured by…)* *Weight changes on different planets because of gravity.*	Use a variety of grammatical structures including passives and expanded verb groups. *The idea of how objects moved was described by Sir Isaac Newton.*
Create cohesion and coherence throughout the text		
Use subject pronouns to reference nouns. *The <u>newton</u> is a measurement.* *<u>It</u> is used for physics and engineering.* *<u>It</u> is named for Sir Isaac Newton.*	Use lexical chains that link ideas and subjects *(pronouns, demonstratives, synonyms, antonyms)* *<u>Gravity and magnetism</u> are forces. How fast an object moves depends on <u>these forces.</u>*	Use a variety of cohesive techniques *(generalized and abstract nouns, ellipsis and substitutions)* Forces act in a direction and [forces] have sizes dependent upon how strong the push or pull [of the force] is.


MATH
PROBLEMS?
Call
1-800-[(10x)(13i)^2]-[sin(xy)/2.362x]

http://stem4els.wceruw.org



WIDA

©2018 Board of Regents of the University of Wisconsin System

STEM teaching today

Replace the old style ...

Teacher talks.

Students listen...

...do worksheets

...and take tests.

... with deep and collaborative reasoning.

WIDA

©2018 Board of Regents of the University of Wisconsin System

STEM teaching today

Abundant opportunities for language development!

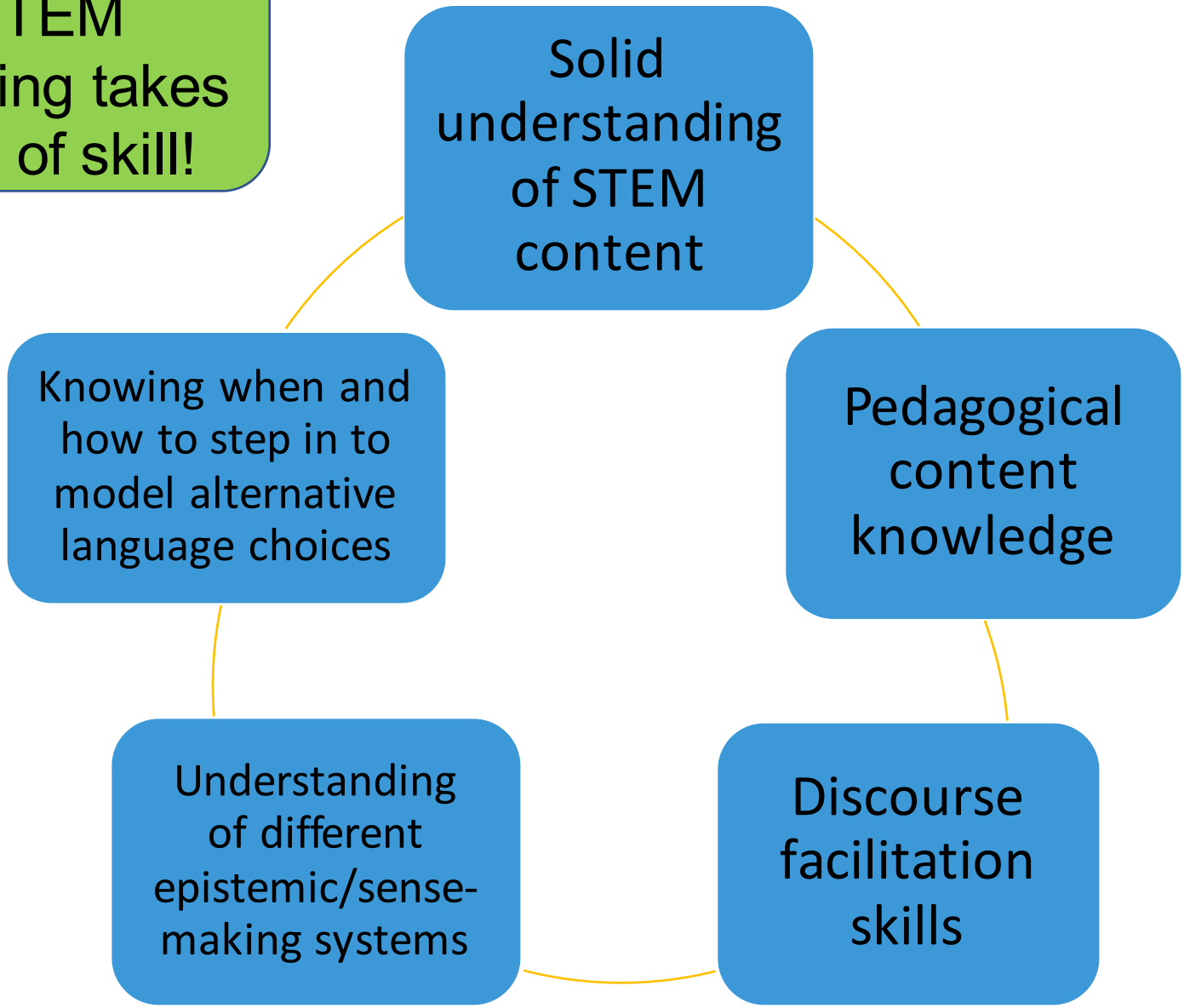
... with deep and collaborative reasoning.

Meaning is not stored language; meaning is shared experience, to which we then attach language.

WIDA

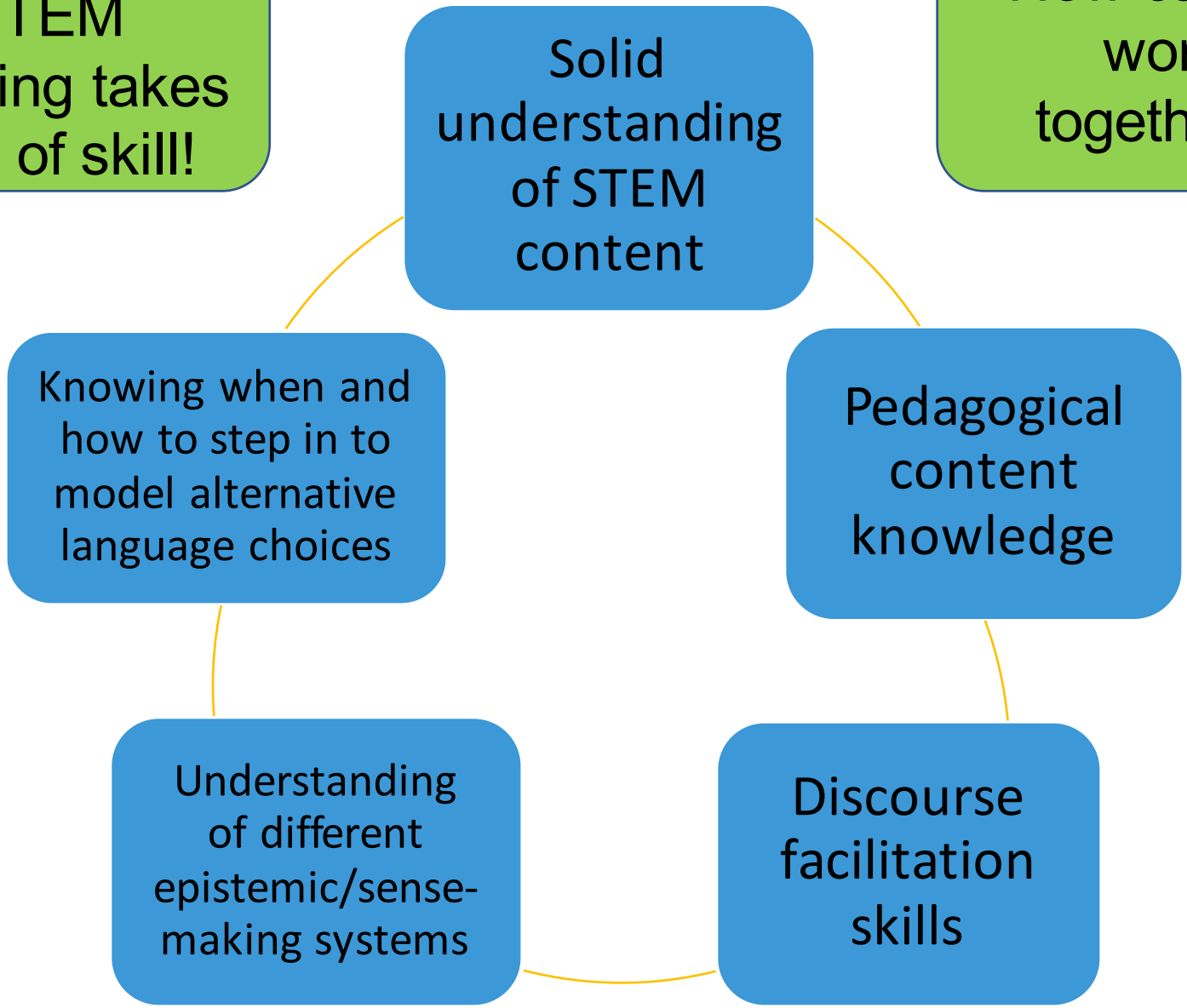
©2018 Board of Regents of the University of Wisconsin System

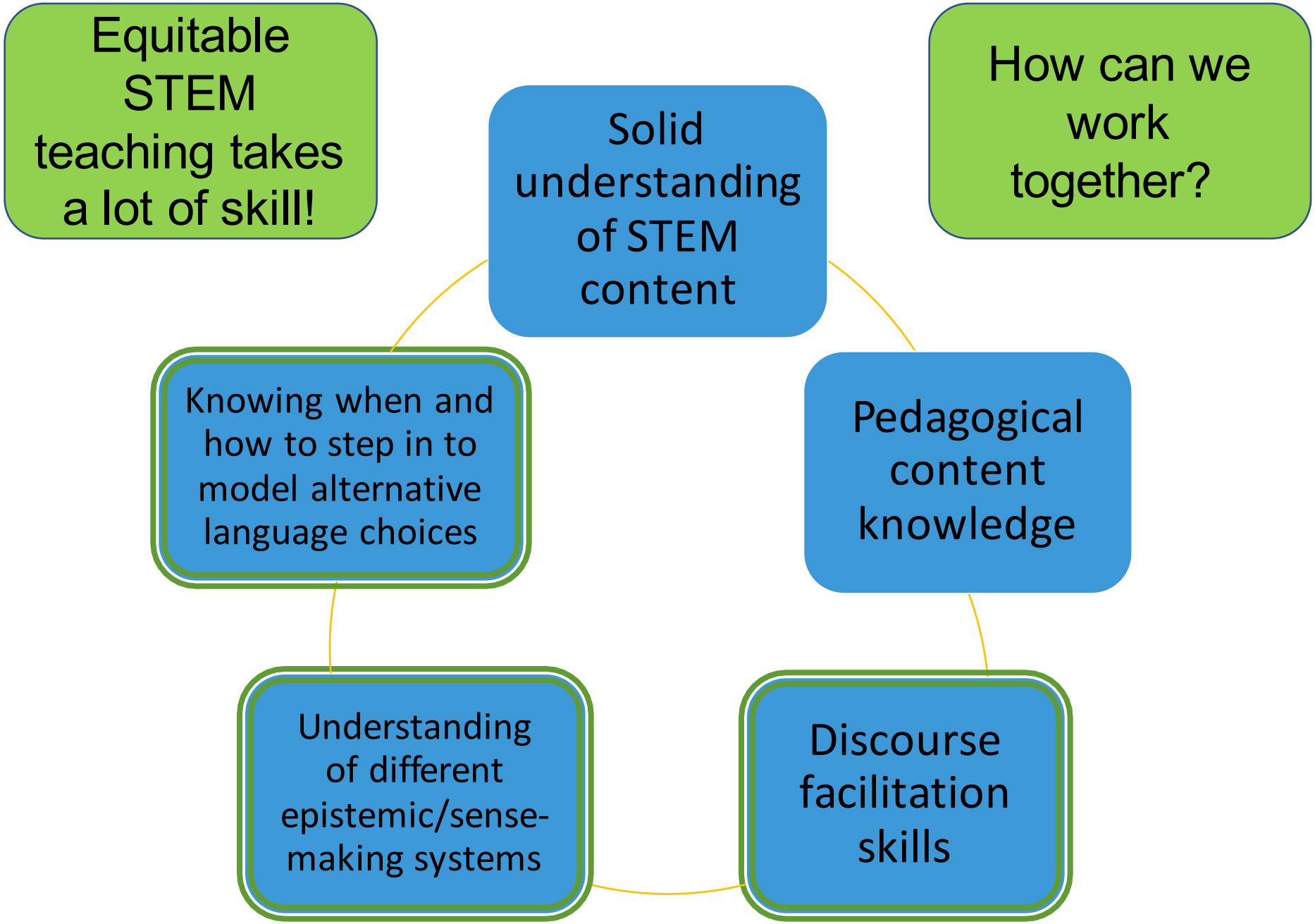
Equitable STEM teaching takes a lot of skill!



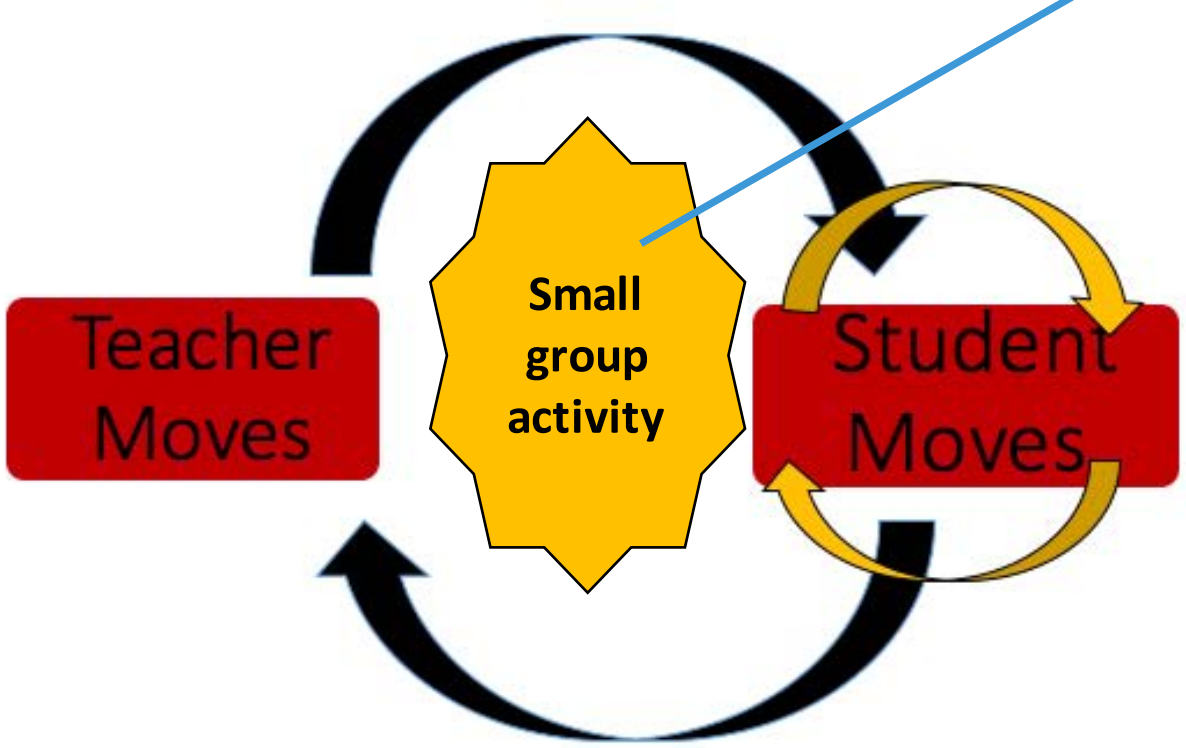
Equitable STEM teaching takes a lot of skill!

How can we work together?




Equitable STEM teaching takes a lot of skill!
How can we work together?
Solid understanding of STEM content
Knowing when and how to step in to model alternative language choices
Pedagogical content knowledge
Understanding of different epistemic/sense-making systems
Discourse facilitation skills

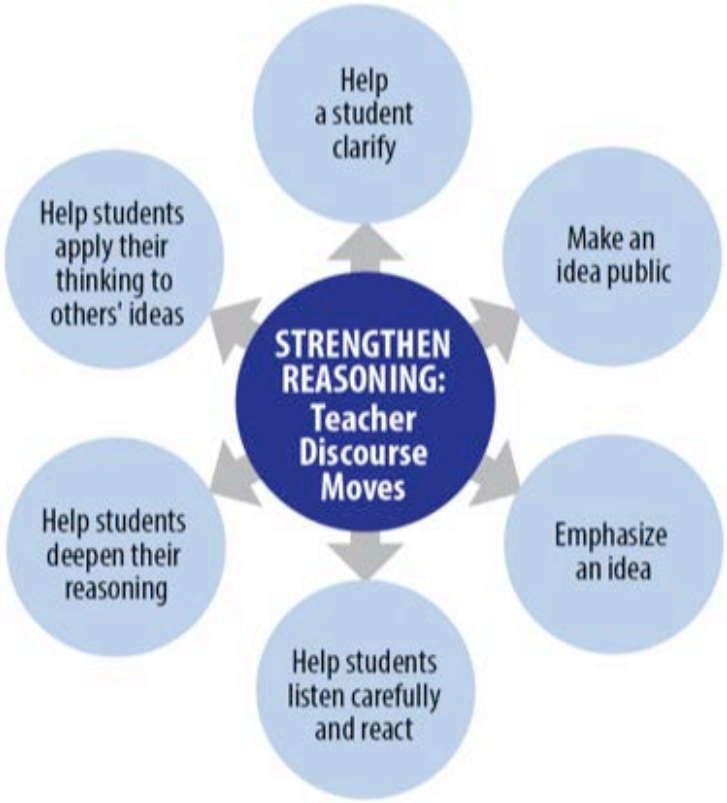
Engaged STEM learning



- Interesting and challenging question to reason through together
- No right/wrong answer.
- Insistence on collaborative reasoning
- Insistence on group output

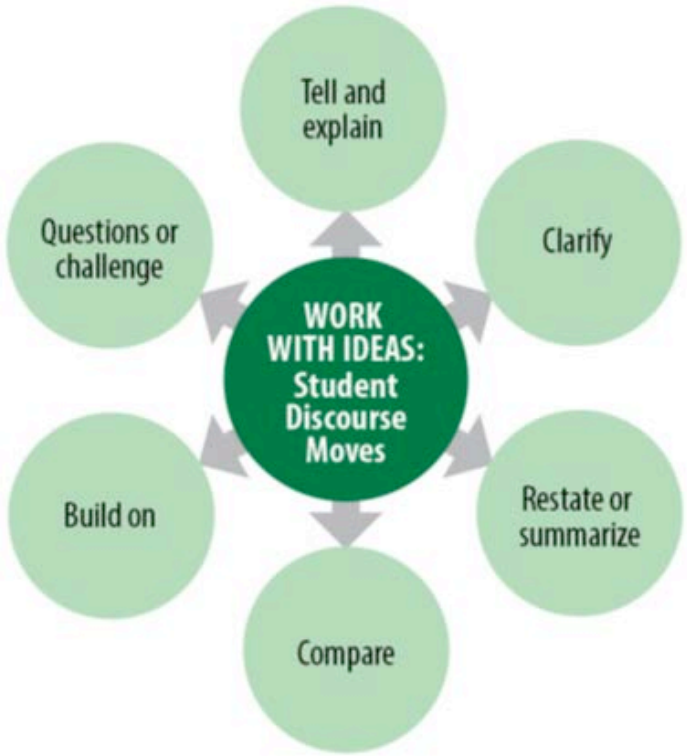
WIDA

©2018 Board of Regents of the University of Wisconsin System



Use these Teacher Moves to:

1. Ask questions that probe students' thinking.
2. Make ideas public so students can think together.
3. Probe student reasoning. Press for explanations. Press for evidence.
4. Keep ideas moving, and in the hands of students.
5. Help students listen to one another and build ideas together.



Student Discourse Moves help students learn how to:

1. Figure out how to respond to the idea 'on the table'
2. Build on one another's ideas
3. Collaboratively develop explanations and arguments
4. ... and collaboratively develop an new understandings

©2018 Board of Regents of the University of Wisconsin System

Advocating for students …

- Understanding the rules of the game (meta-awareness)
- Being in the real game (access)
- Believing they can stay in the game (identity development)
- Realizing that although it's true the game is some times rigged, opportunities will come their way (contentious times, yes, but with some optimism)
- Appreciating that you don't need perfectly correct English or all the right answers in content classes to stay in the game, but having a clearer idea of what CCR really *does* mean

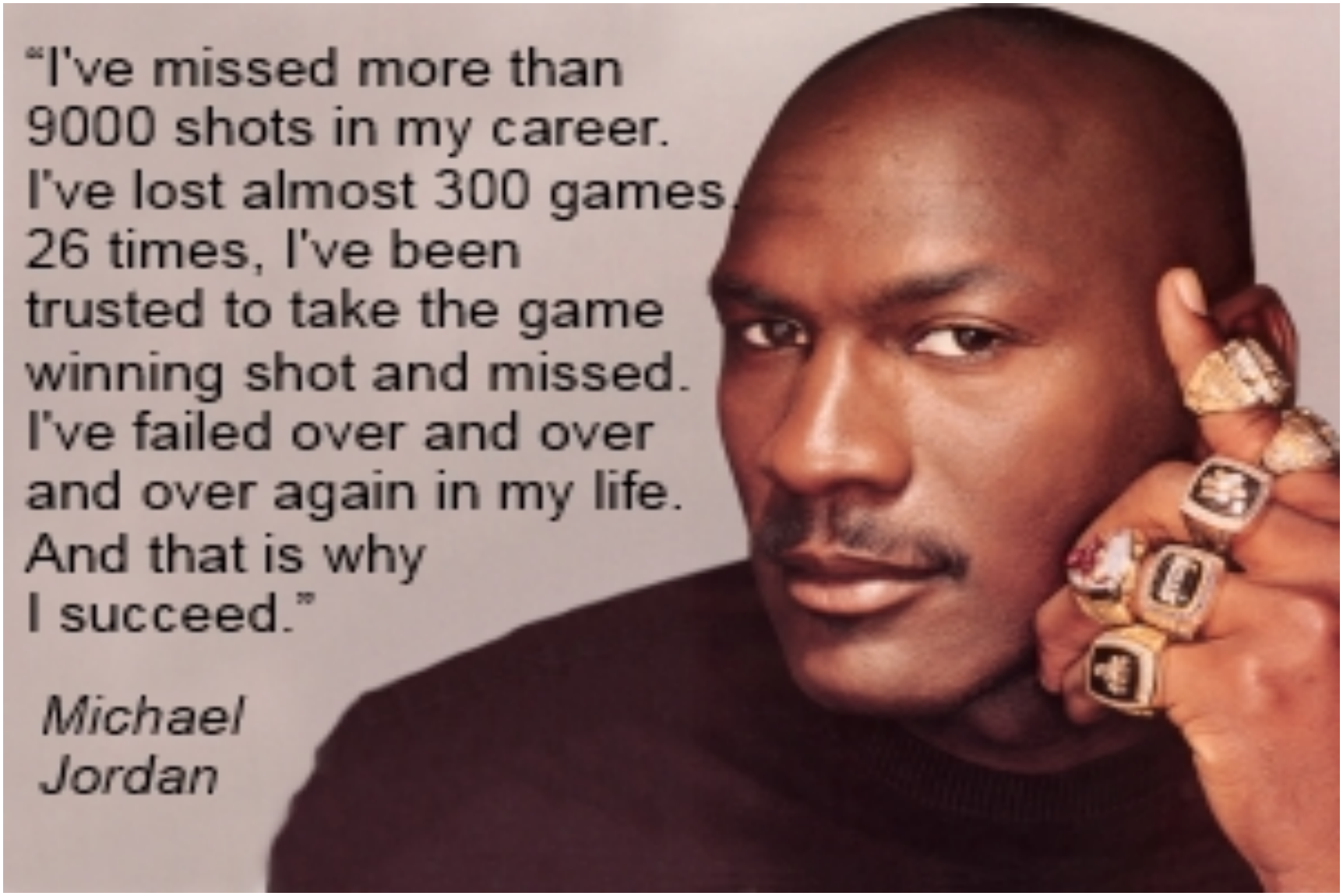
WIDA™

©2018 Board of Regents of the University of Wisconsin System

Anonymous, but often attributed to Lincoln or Churchhill:

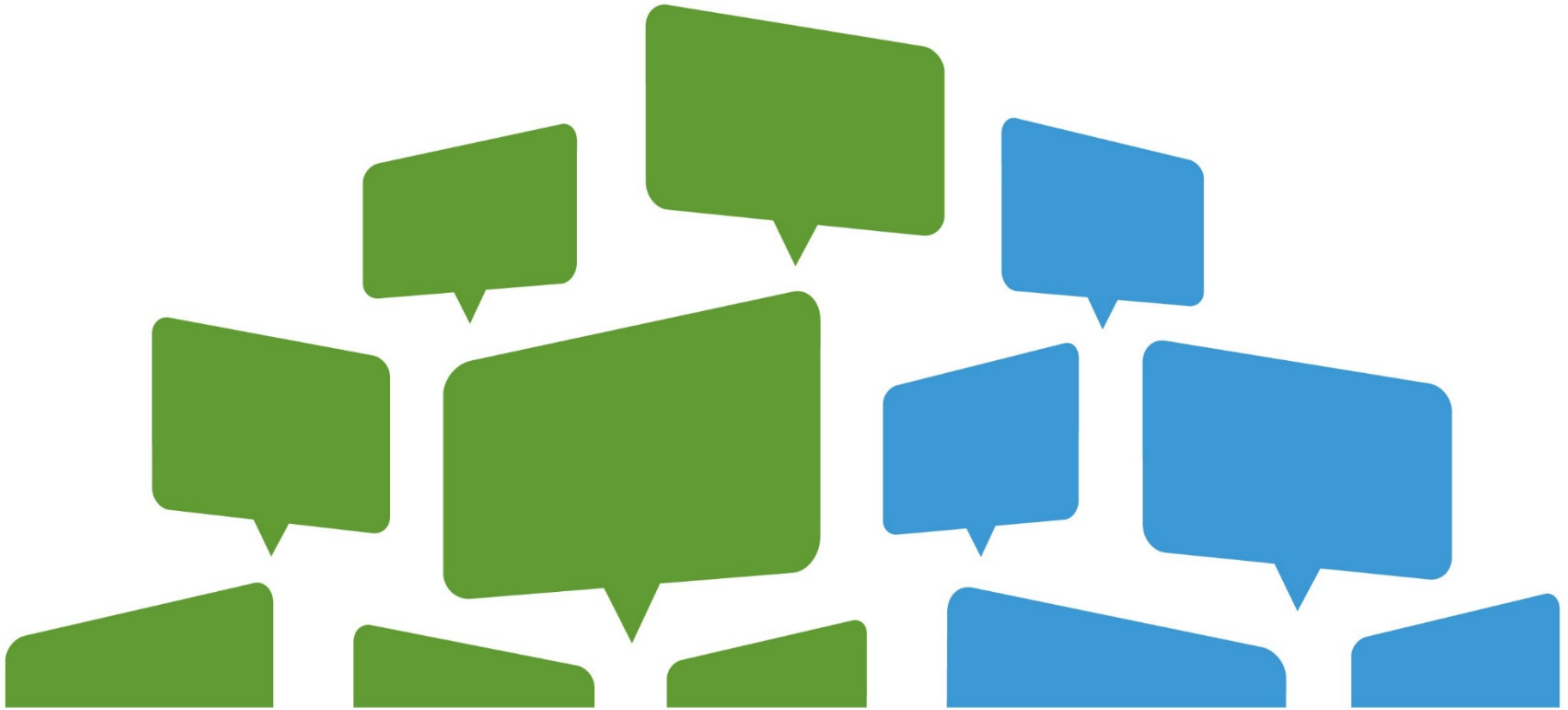
Success is going from failure to failure without losing your enthusiasm.

©2018 Board of Regents of the University of Wisconsin System


"I've missed more than
9000 shots in my career.
I've lost almost 300 games.
26 times, I've been
trusted to take the game
winning shot and missed.
I've failed over and over
and over again in my life.
And that is why
I succeed."
Michael
Jordan

Are our multilingual learners receiving positive messages regarding their potential to succeed, or do they internalize the message that success is unlikely?

And even more importantly, do they know what success looks like in academic contexts? Have we apprenticed them to worthwhile opportunities?



Your role as an advocate to achieve MLL success (without getting fired!)

- Looking for allies in the administration and among staff
- Seeking partnerships with the “mainstream”
- Helping to encourage the staff knowledge, skills and dispositions needed to serve MLLs, knowing that this will improve learning for all
- Encouraging parents to engage with schools and let their voice be heard
- Seeing your role differently both when you are teaching the kids and when you are working with staff… What is really the best use of my time?

WIDA™

©2018 Board of Regents of the University of Wisconsin System

What can we do in contentious times? Abraham Lincoln said:

- “The best thing about the future is that it comes one day at a time.”
- “Always bear in mind that your own resolution to succeed is more important than any other.”
- “My great concern is not whether you have failed, but whether you are content with your failure.”
- “Let no feeling of discouragement prey upon you, and in the end you are sure to succeed.”
- “You cannot fail unless you quit.”

WIDA™

©2018 Board of Regents of the University of Wisconsin System

What does Tim Boals say …

You have one of the most important jobs in this country. You are keeping the American dream alive for the next generation. The very definition of the American dream is immigrants coming to this land and succeeding. Not succeeding in just learning English, although certainly that will happen and you will be a part of it, but, more importantly, succeeding in developing strong identities anchored in their own languages and cultures, taking their place as productive citizens who care and make a positive difference for themselves, their families, and our society.

WIDA

©2018 Board of Regents of the University of Wisconsin System