

SECOND EDITION

Fundamentals of
**Teaching English to
Speakers of Other
Languages in K-12
Mainstream Classrooms**

Hanizah Zainuddin
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Challenge Sheets

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Foreword

Each year I attend the annual TESOL Conference, as do thousands of other professionals—all educators and teachers of English as a second, new, or foreign language. At the conference in Salt Lake City a few years ago, however, I had a memorable experience. There, in the Salt Palace, the city's magnificent conference center, I ran into one of my colleagues—Eileen Whelan Ariza, a friend and former student, and one of the authors of the present work. Wild with enthusiasm (she usually is), Eileen cornered me while she spoke of their manuscript in progress. This work, prepared by a team of four experts, each contributing a distinct area of expertise, was sorely needed, she explained.

Given the elimination or reduction of many bilingual programs in various parts of the country and an increasing trend to integrate English language learners into regular mainstream classrooms, we both tried to imagine our public school colleagues addressing—in addition to ethnic diversity, diverse learning styles and strategies, and possibly learning disabled students—now, a smattering of English-language learning students. These are pupils, of course, whose native language is Spanish, Greek, Thai, or some other tongue—whose special needs are now being added as well to the mainstream classroom mix. Quite a task!

Although interesting and diverse, any teacher who finds him- or herself in such a classroom situation indeed faces an overwhelming challenge, especially those teachers with little or no prior preparation or experience in teaching English as to nonnative speakers. Yes, I agreed! Teachers in these situations need help—all they can get. At this point, I happily consented to review this work, designed to assist the mainstream teacher in this specialty area.

When I later read the manuscript, I was pleased to see that it was truly a work of praxis—an attempt to combine theory and concept with implementa-

tion. In their plan to provide both theoretical concepts and applications, the authors designed the book with several important components: research and challenges, points to remember, lesson plans and examples of activities, and an accompanying workbook. Together, these components provide the users—both experienced and inexperienced teachers of English learners—with a wealth of information in addition to practical examples. Most importantly, they attempt to help teachers recognize the differences between limited language proficiency and learning disabilities, an easy and common confusion often made by the uninitiated, with important consequences for the learners.

In a number of states, elementary teachers are required to hold an endorsement in ESOL, given the increasing number of limited English-speaking populations in their area. This book aims to teach them what they need to know to enhance the English-language learning process. And, of course, it is especially valuable for teachers in other areas who have never had ESOL training and for ESOL pull-out teachers, an even larger contingent of potential users, whether in schools with bilingual or dual-language programs or not.

This book draws, wisely, from a variety of disciplines and integrates these with specific purposes in mind: teaching in a multicultural education setting, principles and practices in ESOL, teaching the four skill areas, organizing and planning language instruction, and a final section on teaching ESOL through content areas. As a result, the materials often found only in separate texts are here brought together in a single work. The result is a practical compendium of the fundamentals of teaching ESOL, conveniently assembled.

I enthusiastically recommended this work when it first came out, and I enthusiastically recommend this work once again, now in its second edition. I

know that mainstream teachers who use it have found it an important tool in easing them through some very compelling and worthwhile challenges, and I have also discovered something else—that this

book has also had wide appeal internationally, making it an equally valuable tool for teachers of EFL as well.

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Preface

Organization

Fundamentals of Teaching English to Speakers of Other Languages in K–12 Mainstream Classrooms is organized into five parts.

Part I defines the term *multicultural education* and provides ideas for modifying classroom instruction by incorporating multicultural components into the curriculum. This section also offers the reader valuable insights into how variations in cultures do not necessarily indicate deficiencies in the learners' experiences but provides the knowledge base for teachers to comprehend the multifaceted nature of culture in language learning and teaching.

Part II gives a brief overview of first and second/new language acquisition theories with specific examples to clarify each. The impact of Stephen Krashen's five hypotheses on the field of English language teaching is highlighted. In addition, this section exposes the reader to the historical development of methods of teaching English to speakers of other languages (TESOL). The theoretical underpinnings of the communicative language teaching approach are discussed. Salient aspects in planning classroom tasks that are communicative in nature are emphasized. Specific ideas and examples for teaching English to speakers of other languages (ESOL) from a communicative perspective are described and discussed. This section ends with a discussion on the paradigm shift in grammar instruction and the benefits of teaching grammar with a communicative focus.

Part III emphasizes the integration of language and content when planning for English language instruction. Capitalizing on the importance of teaching English from a communicative perspective, various integration approaches are described. In addition, this section provides a framework for planning interdisciplinary, content-based thematic units of instruction. Each step provides examples taken from actual units. Bloom's taxonomy, including

helpful tables, is introduced and discussed in detail. Gardner's model of multiple intelligences is also discussed at length. A wealth of ideas for activities to employ in developing multiple intelligences using Gardner's model are provided.

Part IV explores research and its application for teaching listening, speaking, reading, and writing skills to English language learners (ELLs). Specific examples of activities to employ for teaching as well as ways to assess listening and speaking are described in respective chapters. A specific chapter is devoted to the teaching of vocabulary, complete with specific suggestions for teaching vocabulary for multiple levels of proficiency. The last two chapters of this section give a description of the historical movements and perspectives on first and second/new language reading and writing research. These chapters also stress the close connection between reading and writing and offer a variety of instructional strategies for multiple-level learners that facilitate the development of various language arts skills and critical thinking in content-based learning. This section ends with a discussion of a variety of reading and writing assessments, including students' self-assessment of their attitudes and strategies for learning to read and write.

Part V addresses teaching ESL/ENL through specific content areas. This section, written by content area experts, provides the reader with a rationale for teaching ESOL through the content area as well as a wealth of concrete ideas on how to do so. These ideas are of significant value for teachers who are seeking specific ways to teach ESOL in content areas such as art, music, drama, science, social studies, and mathematics. In addition, Part V contains a chapter on addressing the needs of the exceptional education English language learner with helpful insights for the exceptional student educator. A chapter devoted to using technology with English learners is included.

Two appendices have been added to supplement the knowledge base contained in Part I. Appendix A provides valuable information about cultural characteristics of specific cultural groups, such as Spanish, Islamic, and Arabic speakers; Haitian students; Asian Americans; and Native Americans. Appendix B highlights “Interesting Insights” on beliefs that signify good and bad luck in specific cultures.

Audience and Purpose

Although many texts exist for teachers of English language learners, this book offers a knowledge base to aid teacher effectiveness in today’s classrooms, where students of multiple cultures and ethnic groups speak a variety of languages and learn through a range of styles. The general education teacher must know how to reach all students, regardless of the students’ prior knowledge, home language, or cognitive capacity. Today’s teachers are far more responsible for issues that were unheard of in earlier educational eras.

Teachers of today need to know how to offer critical content that is cognitively demanding, yet modified to match the ability of the student’s language proficiency. In addition to the multitude of tasks and traditional issues attended to by the classroom teacher, teachers must be skilled in offering alternative assessments as well as standardized assessments; know how to interpret the students’ cultural background and prior educational and life experience; and offer affective comfort so that learning can take place in a nonthreatening environment.

This book seeks to offer an inclusive overview of pertinent topics for teachers who are responsible for giving comprehensive instruction to all students. The authors discuss culture, multicultural education, technology, exceptional education (both gifted and students with learning disabilities), and instructional strategies to present modified critical content. The primary goal is to include information about the English language learner for the purpose of helping all teachers, regardless of training, to acquire an in-depth knowledge of the issues vital to understanding and teaching students English.

Features of the Book

The book’s pedagogy is perhaps its best feature because it umbrellas several attractive features of the book that make it a reader-friendly text or a reference book.

- Each chapter opens with a list of important key issues, such as research, problems faced by English language learners (ELLs), strategies and skills, and assessments that later are fully discussed in the chapter.
- The key issues are followed by a classroom vignette(s) that expose(s) readers to strategies and techniques of teaching language skills used by teachers. The narrative and illustrative features of the “real-life” scenarios allow readers to visualize the applications of important ideas used in classrooms.
- “Points to Remember,” which summarize and highlight the main ideas of the chapter, conclude every chapter. This feature not only recycles, but also restates, the most important points in the chapter, making it easier for students to focus on the main issues in the chapter.
- The electronic CD workbook that accompanies this text is comprised of a collection of challenge sheets. In every chapter students are challenged to answer three levels of questions: They are to recall/research information from the text, apply their knowledge based on ideas given in the text, and evaluate strategies and techniques presented in the text.
- The inclusion of instructional applications and/or activities in each chapter is yet another attractive feature of this book. Less-experienced preservice teachers are given specific ideas to incorporate in designing their own lessons.
- The book covers the most salient aspects of teaching. It addresses multicultural education; cultural issues; teaching language skills such as listening, speaking, reading, writing, and vocabulary; content area teaching such as math, social studies, art, science, technology, music, and drama; and the simultaneous teaching of subject matter content and language skills using scaffolding techniques.

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About the Authors



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CARMEN A. MORALES-JONES received her Ph.D. in Curriculum and Integrative Studies from Florida State University, Tallahassee, in 1975. Her career encompasses the teaching of ESL and French at the Laboratory School of the University of Puerto Rico, as well as teacher training at Florida Atlantic University in the area of language acquisition (language arts for elementary education majors, foreign languages for foreign language majors, and English as a second language for elementary preservice teachers and in-service teachers). Currently, she is on phased retirement from Florida Atlantic University after a tenure of 30 years. In the spring semesters, she teaches and supervises student teachers/interns. Dr. Morales-Jones is the current president of Sunshine State TESOL (2006–2007). She is also active in TESOL

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Multicultural Education

- KEY ISSUES ➤
- Multicultural education
 - Goals of multicultural education
 - Negative cultural diversity
 - Multicultural curriculum

Student–student collaboration in multicultural setting

It's 5 p.m. on a Friday evening. Fall semester is over, and Alex and Gunnar, teacher education students, have just turned in their final language arts project to their professor. The halls of the university seem deserted except for the interesting sounds and unfamiliar chatter coming from the large reception room at the end of the hall. Rhythmic music, laughter, and the delicious smell of exotic food beckon Alex and Gunnar to peer inside the room. To their surprise, they discover approximately 20 international students gathered in the room for an end-of-year party. Through the crowd of students, they identify a familiar face. Fan, a classmate from their statistics class, appears and invites them to come in and join the party. The university Multicultural Club is celebrating the end of finals and the beginning of the summer break. Although everyone appears very happy, Alex and Gunnar are hesitant. Both Alex and Gunnar's families have been in the United States for several generations, and therefore they have never identified themselves as being multicultural. Alex explains to Fan that neither of the young men feels like he could fit into the club. Fan laughs out loud and tells her friends that they would fit perfectly into the club, "If you two guys are going to be schoolteachers you better start learning as much as you can about multicultural issues!"