TAMU Online ESL Certification Prep Course

Title III Management Institute
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San Antonio, Texas

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Funding Source

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Presentation Overview

- Online ESL Certification Course—Overview
- Course Registration Information
- Participant Survey Results
Online ESL Certification Prep Course Overview

- 7-week course
- Delivered completely online via Blackboard Vista
  - No need to travel to any A&M System campus
- 10 Lesson modules
  - Organized around the domains and competencies tested on the TExES ESL Supplemental Exam #154
Course Overview

- Lesson 1: Foundations of ESL
- Lesson 2: Multilingual & Multicultural Learning
- Lesson 3: Concepts of Language and Linguistics
- Lesson 4: Language Acquisition Theories
- Lesson 5: Overview of ESL Instruction
- Lesson 6: ESL Instruction—Oral Language
- Lesson 7: ESL Instruction—Literacy
- Lesson 8: ESL Instruction—Content-Area Learning
- Lesson 9: ESL Instruction—Assessment
- Lesson 10: Family & Community Involvement
Course Home Page

TAMU Bilingual Education Program
Online ESL Certification Prep Course

Introduction
(Start Here)

Lesson Modules

Course Information

Resources

Department of Educational Psychology
College of Education & Human Development
Texas A&M University
Lesson Modules

- Lesson Overview & Instructions
- PowerPoint lecture (PDF file)
- 2 readings (article/book chapters) and internet resources
- Discussion board assignments
- Online chats with instructor (twice weekly)
- Quizzes (modeled after TExES #154)
Lesson 1: Foundations of ESL

Lesson Objectives

Planer for Lesson 1

Lesson Checklist

Objectives

Lesson 1 focuses on TExES Exam Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs. Competency 008 includes the following knowledge and skills:
Lesson 1 Lecture

Foundations of ESL

TExES Exam Competency 008
The ESL teacher understands the foundations of ESL education and types of ESL programs.
Sample Discussion Postings

**Topc**: Activity 2.1: Lang. Acquisition Theories  
**Subject**: Lang. Acquisition  
**Date**: February 26, 2006 8:35 AM  
**Author**: 

Cummin's theory of how first language influences the development of second language acquisition and school success. It make sense that if a student is literate in his first language that it will transfer to the second language. I had really never thought about it. I thought up until now that the first language did get in the way of acquiring a new one. After reading all of this research I am almost embarrassed to admit that. My concern and question are this, if cognitive development and academic support in the first language is essential to second language academic success, how can an native speaker without any second language support only best teach these students?

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**Topc**: Activity 2.1: Lang. Acquisition Theories  
**Subject**: Re: Lang. Acquisition  
**Date**: March 8, 2006 11:58 AM  
**Author**: Trevino, Polly

Don't feel embarrassed. The belief that the native language gets in the way of learning English is a widely-held belief. Count yourself as one of the "enlightened" who have knowledge of the research and theories.

As to you question about how to teach ELLs when you don't know their native language:

1. Find ways to provide the child with native language support: peer tutoring, encouraging parents to speak the native language at home--the use of fully-developed native language at home will help their kids develop cognition, make use of bilingual teacher assistants, secure bilingual volunteers from the community.

2. Offer the next best thing to native language support in your classroom--strong use of ESL methods to help students develop language and content knowledge in English (i.e. comprehensible input in English, content lessons that are comprehensible and grade-appropriate). In short, do the best that you can for them.

Polly ;)

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In Reply to: Lang. Acquisition
Sample Chat Log

04:02:35 PM **Polly Trevino(Ins):** Hi! ...!
04:03:12 PM [User]: I feel like I am drowning. I understand that what they are saying is that socially the ESL students can manage but if they are mainstreamed it takes 4 to 7 years for them to be able to master the things that their English-speaking peers can do.
04:03:43 PM [User]: I have found with my resource students that many of his aspects are what I believe works with my kiddos.
04:03:50 PM **Polly Trevino(Ins):** In academic language proficiency, yes, that's right.
04:04:14 PM **Polly Trevino(Ins):** You're right, [User]: There is a lot of overlap for other teaching contexts.
04:04:50 PM [User]: One of my GT students was a ELL student at first, I don't know about the 4 to 7 years for her.
04:05:12 PM [User]: I look at the ESL students in our small school in a totally different light since I started this class. I am sad to say that I am like many thought that "oh they just need to learn English, that sink or swim thing. But ... now I see it totally different and wanting to sit down and help them so much. I am special ed and it breaks my heart to see what is happening in our classrooms to these kids!
04:05:15 PM [User]: Is there any kind of instructional material available that will let us track our ESL students.
04:05:34 PM **Polly Trevino(Ins):** Every student is different. Each student has a whole different combination of variables that affect the rate of acquisition.
04:05:45 PM [User]: She moved here in 4th grade, had taken English at school and was highly motivated to become a part of the American culture.
04:05:45 PM [User]: Do you have a study guide available that has practice tests.
04:06:08 PM [User]: Our school just needs ESL materials period. Are there any good web sites to find things for them.
04:06:20 PM **Polly Trevino(Ins):** Wow, [User], it sounds like you've had a huge epiphany! That's great!
04:06:36 PM [User]: I have been scourging all the children's books I can find anywhere written in spanish and then the same one in English!
04:06:41 PM [User]: I haven't seen any, [User]: might know.
04:07:09 PM [User]: That's for the teachers in [User]: . She's our ESL teacher.
04:07:28 PM **Polly Trevino(Ins):** Beginning in lesson 3, we'll be looking at a lot of web resources for ESL. Try
Advantages of Blackboard Vista (Course Management System)

- Track participant activity
  - log ins (date & time), pages viewed, time spent logged in, quizzes taken, messages posted & read
- Quizzes graded automatically (instant feedback)
- Communication tools
  - Instructor-to-Participant, Participant-to-Participant
  - Mail, Discussion Board, Chats, Announcement
- Flexibility of Time and Place
  - Can log in before or after school, morning or night
  - Can access at school or at home
Upon Completion of the Course

• Teachers will be prepared to pass the TExES #154 ESL Supplemental Exam.

• Participants will receive 120 clock hours of professional development.
Cost of Enrollment

• Individual Registration - $400

• Group Registration- Discounted registration fee when schools and ESCs enroll multiple participants

• Scholarship Registration
# 2007 Course Sessions

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<tr>
<th>Course Start Date</th>
<th>TExES Exam Date</th>
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<tr>
<td>February 15, 2007</td>
<td>April 14, 2007</td>
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<tr>
<td>May 24, 2007</td>
<td>August 4, 2007</td>
</tr>
<tr>
<td>June 11, 2007</td>
<td>August 4, 2007</td>
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Who are our participants?

- **Gender**
  - 93% - Female; 7% - Male

- **Ethnicity**
  - Native American: 2%
  - African-American: 11%
  - Hispanic: 16%
  - White: 71%
<table>
<thead>
<tr>
<th>Region</th>
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<tbody>
<tr>
<td>ESC XI</td>
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</tr>
<tr>
<td>ESC XII</td>
<td>10%</td>
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<tr>
<td>ESC XIII</td>
<td>8%</td>
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<td>ESC XIV</td>
<td>1%</td>
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<tr>
<td>ESC XV</td>
<td>1%</td>
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<tr>
<td>ESC XVI</td>
<td>2%</td>
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<tr>
<td>ESC XVII</td>
<td>1%</td>
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<tr>
<td>ESC XVIII</td>
<td>3%</td>
</tr>
<tr>
<td>ESC XIX</td>
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<tr>
<td>ESC XX</td>
<td>6%</td>
</tr>
<tr>
<td>ESC I</td>
<td>2%</td>
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<tr>
<td>ESC II</td>
<td>2%</td>
</tr>
<tr>
<td>ESC III</td>
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<td>ESC IV</td>
<td>22%</td>
</tr>
<tr>
<td>ESC V</td>
<td>3%</td>
</tr>
<tr>
<td>ESC VI</td>
<td>9%</td>
</tr>
<tr>
<td>ESC VII</td>
<td>2%</td>
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<tr>
<td>ESC VIII</td>
<td>13%</td>
</tr>
<tr>
<td>ESC IX</td>
<td>2%</td>
</tr>
<tr>
<td>ESC X</td>
<td>4%</td>
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</table>
Our Participants

- Native language (L1)
  96% English, 3% Spanish, 1% E&S
- Highest degree held
  83% Bachelors, 16% Masters, 1% Doctorate
- Route to initial teacher certification
  66% a university-based educator preparation program (undergraduate)
  22% an alternative certification program
  10% a post-baccalaureate university-based educator preparation program (graduate)
  2% other
Our Participants

- Teach in a school district described as:
  Rural 46%
  Suburban 34%
  Urban 20%

- Years of teaching experience (see chart, right)
Participant Survey: General Comments

• Primary reason(s) enrolled in TAMU's Online ESL Certification Preparation Course

  40% To prepare to take the TExES test and become ESL certified
  37% To learn more about effective ESL teaching strategies that can be used with ESL students
  16% Both of above
  3% To make oneself more marketable
  3% School district offered a scholarship
Participant Survey: General Comments

• **Best part of the course**
  
  41% The readings are very interesting, and PowerPoint handouts on second language learning theories are informative.
  
  27% It is a self-paced, flexible and convenient course.
  
  16% Enjoyed the interaction involved in reading each other’s responses to the activities and participating in chats.
  
  16% Enjoyed learning teaching strategies and how to apply them to ESL students in the classroom (Domain III in particular).
Participant Survey: General Comments

• This course has prepared me for working with English language learners by:
  39% equipping me with strategies for teaching
  29% raising my awareness so that I can meet ELLs’ needs, respect their culture, and value L1
  27% furthering my understanding of how ELLs develop their language and academic skills (BICS & CALP)
  3% introducing me to ways that I can involve ELLs’ families
  1% providing opportunities to interact with fellow participants on teaching ELLs
Illustrative Comments: strategies

- It has given me an understanding of ELLs and how to communicate and teach them. I realized I was doing some things right but at times I expected too much too soon.
- The strategies provided, especially the resources given, have enabled me to prepare for my students. It has given me insight, not only in teaching just ELL's, but also many of the strategies can be applied to all students.
Illustrative Comments: awareness

- It has "opened" my eyes and given me an appreciation for other languages. I now see bilingualism to be an enhancement to a child's learning opportunities. It has helped me to be more sensitive to their needs and frustrations...

It has opened my eyes to be aware of what is important to them may not be the same as what is important to me, and to best teach them, it is my responsibility to meet them where they are and then take them to where they need to go.
Illustrative Comments: understanding

• It has given me a solid theoretical background and rather practical set of strategies to use - the best of both worlds.

• The course provides insight into the major concepts and theories that are critical to understanding the major trends in the education of ELLs. It gives you ideas on how to apply the concepts to real learning.
Participants’ Views of Distance Education

- 54% had no prior experiences in professional development delivered via technology (such as teleconferencing, online courses, online discussions or message boards, etc.)
- 70% had no prior experiences in taking a course via distance education.
- Even so...

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Agreement</th>
<th>Statement</th>
</tr>
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<tbody>
<tr>
<td>87%</td>
<td>strongly agreed/agreed</td>
<td>Using distance education technology was an effective way to participate in professional development activities.</td>
</tr>
<tr>
<td>72%</td>
<td>strongly agreed/agreed</td>
<td>Distance education technology facilitated communication with fellow educators.</td>
</tr>
<tr>
<td>90%</td>
<td>strongly agreed/agreed</td>
<td>The instructor used distance education technology to communicate effectively with students.</td>
</tr>
<tr>
<td>92%</td>
<td>strongly agreed/agreed</td>
<td>Taking this course via distance education was convenient.</td>
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</tbody>
</table>
For More Information

• For information and/or registration in the TAMU Online ESL Certification Prep Course, contact:

  Polly Trevino, M.Ed.
  Coordinator and Instructor
  bilingualed@tamu.edu
  (979) 845-2599

• Please visit the TAMU Bilingual Education Program website: http://ldn.tamu.edu