

# TAMU Online ESL Certification Prep Course

*Title III Management Institute*

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San Antonio, Texas

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## Funding Source

This training is made possible by the Limited English Proficient, Student Success Initiative (LEP SSI) and Title III funds through the Texas Education Agency.



# 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



# TAMU Bilingual Education Program Online ESL Certification Prep Course

## Course Home Page

The screenshot shows the WebCT Vista interface. At the top left is the 'WebCT Vista' logo. To the right are links for 'My WebCT' and 'Return to Template M'. Below the logo are tabs for 'Build' and 'View Template'. A 'Go to' search box is present. A status bar indicates 'You are currently on: Home Page'. The main content area features a central maroon banner with the course title. Below this are four buttons: 'Introduction (Start Here)' in maroon, 'Lesson Modules' in green, 'Course Information' in blue, and 'Resources' in orange.



## 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)



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## Sample Lesson Module

**WebCT Vista™** My WebCT | Return to Template Manager | Help | Log out

Build View Template 2006-07 ESL Course

Go to

My Grades Discussions

You are currently on: Home Page > Lesson Module... > Lesson 01 -- ... > 01 Instructio...

Table of Contents for  
**Lesson 01 -- Foundations of ESL**

- [1.01 Instructions](#)
- [2.01 Lecture -- Foundations of ESL](#)
- [3.01 Reading: Bilingual & ESL Programs](#)
- [4. Activity 1.1](#)
- [5.01 Reading: Bilingualism in America](#)
- [6.01 Reading: Notes on History of Bil/ESL](#)
- [7. Activity 1.2](#)
- [8. Quiz 01](#)

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### Lesson 1: Foundations of ESL

- [Lesson Objectives](#)
- [Planner for Lesson 1](#)
- [Lesson Checklist](#)

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### 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:



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## Sample Lesson Module

The screenshot shows a WebCT Vista interface. At the top, there is a blue navigation bar with the WebCT Vista logo on the left and links for 'My WebCT', 'Return to Template Manager', 'Help', and 'Log out' on the right. Below this is a secondary blue bar with 'Build' and 'View Template' tabs, and the text '2006-07 ESL Course'. A search bar and links for 'My Grades' and 'Discussions' are also present. The main content area has a breadcrumb trail: 'You are currently on: Home Page > Lesson Module... > Lesson 01 -- ... > 01 Lecture --...'. A toolbar with various icons (save, print, email, etc.) and a search box is located below the breadcrumb. On the left side, there is a 'Table of Contents for Lesson 01 -- Foundations of ESL' with a list of links: '1.01 Instructions', '2.01 Lecture -- Foundations of ESL', '3.01 Reading: Bilingual & ESL Programs', '4. Activity 1.1', '5.01 Reading: Bilingualism in America', '6.01 Reading: Notes on History of Bil/ESL', '7. Activity 1.2', and '8. Quiz 01'. The main content area displays a slide with a dark red header 'TAMU Bilingual Education Program Online ESL Certification Prep Course', followed by the title 'Lesson 1 Lecture Foundations of ESL'. The slide text reads: 'TEXES Exam Competency 008 The ESL teacher understands the foundations of ESL education and types of ESL programs.' At the bottom of the slide, it says 'Lesson 1 Foundations of ESL'. A navigation bar at the very bottom shows '1 of 24' and various navigation icons.

WebCT Vista™

My WebCT | Return to Template Manager | Help | Log out

Build View Template 2006-07 ESL Course

Go to

My Grades Discussions

You are currently on: Home Page > Lesson Module... > Lesson 01 -- ... > 01 Lecture --...

Table of Contents for  
**Lesson 01 -- Foundations of ESL**

- 1.01 Instructions
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- 3.01 Reading: Bilingual & ESL Programs
- 4. Activity 1.1
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- 7. Activity 1.2
- 8. Quiz 01

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### Lesson 1 Lecture Foundations of ESL

TEXES Exam Competency 008  
The ESL teacher understands  
the foundations of ESL education and  
types of ESL programs.

Lesson 1  
Foundations of ESL



1 of 24



# TAMU Bilingual Education Program Online ESL Certification Prep Course

## Discussion Board


WebCT Vista™ My WebCT | [Return to Template Manager](#) | [Help](#) | [Log out](#)

**Build** **View Template** 2006-07 ESL Course

  Go to

 [My Grades](#)  [Discussions](#)

**Discussions** Search this tool:

 **Discussions**

<a href="#">All Topics</a>	0 Messages
<a href="#">All My Posts</a>	0 Messages

Title	Messages
<b>Activities</b> Post your responses to the discussion activities here.	
<a href="#">Activity 1.1</a>	0 Messages
<a href="#">Activity 1.2</a>	0 Messages

<b>Uncategorized Topics</b>	
<a href="#">Default Topic</a>	0 Messages

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## Sample Discussion Postings

**Topic:** Activity 2.1: Lang. Acquisition Theories

**Date:** February 26, 2006 8:35 AM

**Subject:** Lang. Aquistition

**Author:**

Cummin's theory of how first language influences the development of second lanuage aquisition and school success. It make sense that if a student is literate in his first langauage that it will transfer to the second lanuage. I had really never thought about it. I thought up until now that the first language did get in the way of aquiring a new one. After reading all of this research I am almost embarrassed to admit that. My concern and question are this, if cognitive develoment 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?

Reply

Forward

**Topic:** Activity 2.1: Lang. Acquisition Theories

**Date:** March 8, 2006 11:58 AM

**Subject:** Re:Lang. Aquistition

**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 :)

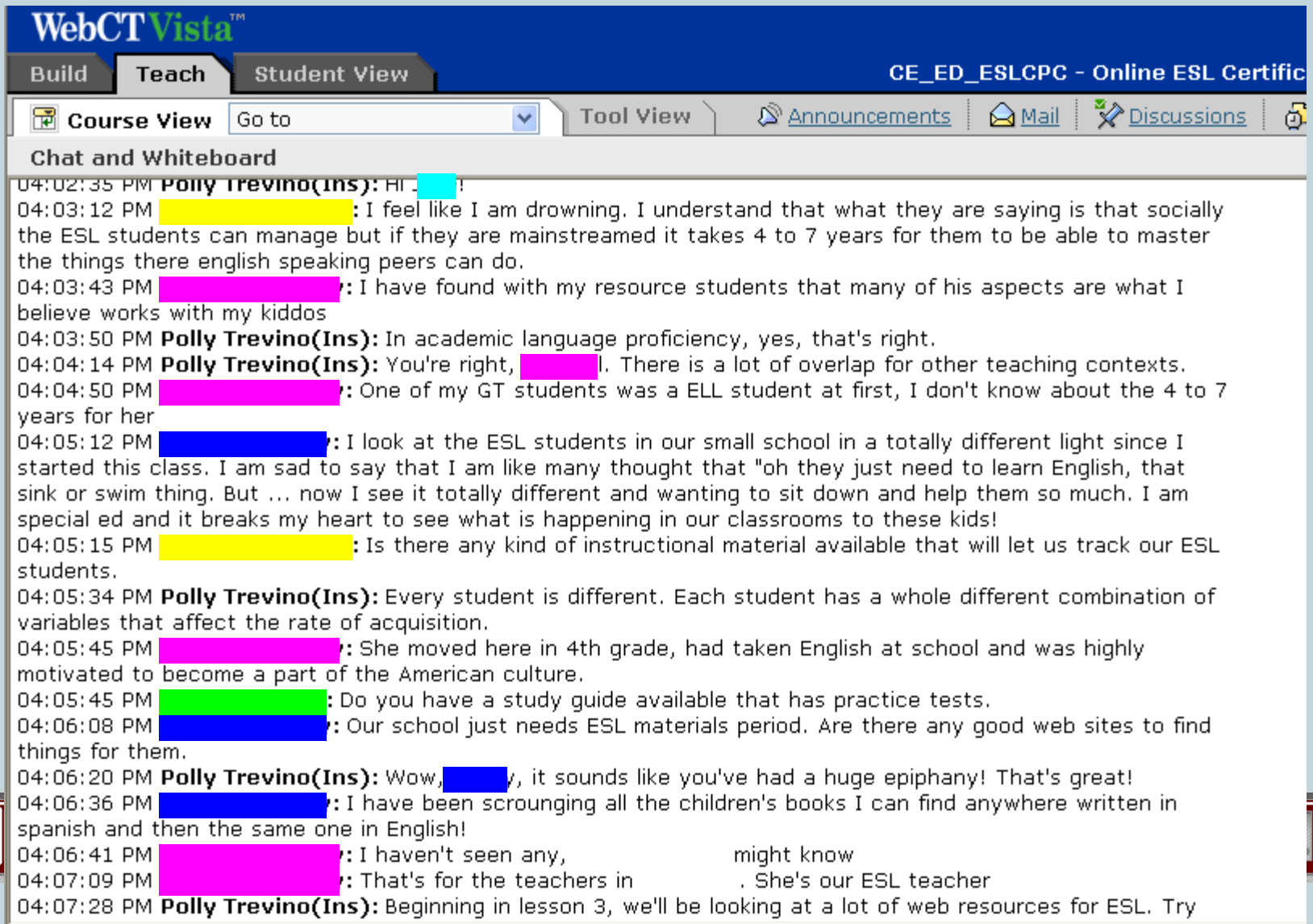
► In Reply to: Lang. Aquistition

Reply

Forward

# TAMU Bilingual Education Program Online ESL Certification Prep Course

## Sample Chat Log



**WebCT Vista™**

Build Teach Student View CE\_ED\_ESLCPC - Online ESL Certific

Course View Go to Tool View Announcements Mail Discussions

**Chat and Whiteboard**

04:02:35 PM **Polly Trevino(Ins)**: HI !

04:03:12 PM : 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 there english speaking peers can do.

04:03:43 PM : 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, l. There is a lot of overlap for other teaching contexts.

04:04:50 PM : 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 : 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 : 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 : 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 : Do you have a study guide available that has practice tests.

04:06:08 PM : 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, y, it sounds like you've had a huge epiphany! That's great!

04:06:36 PM : I have been scrounging all the children's books I can find anywhere written in spanish and then the same one in English!

04:06:41 PM : I haven't seen any, might know

04:07:09 PM : That's for the teachers in . 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



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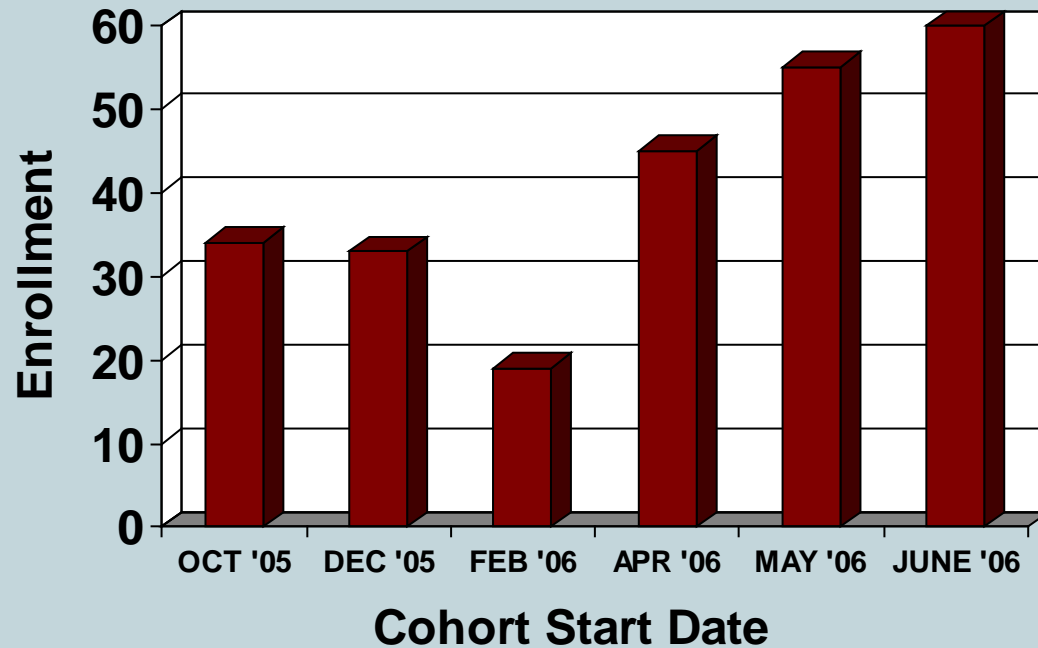
## Upon Completion of the Course

- Teachers will be prepared to pass the TExES #154 ESL Supplemental Exam.
- Participants will receive 120 clock hours of professional development.



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## 2006-07 Enrollment



## Cost of Enrollment

- Individual Registration - \$400
- Group Registration- Discounted registration fee when schools and ESCs enroll multiple participants
- Scholarship Registration





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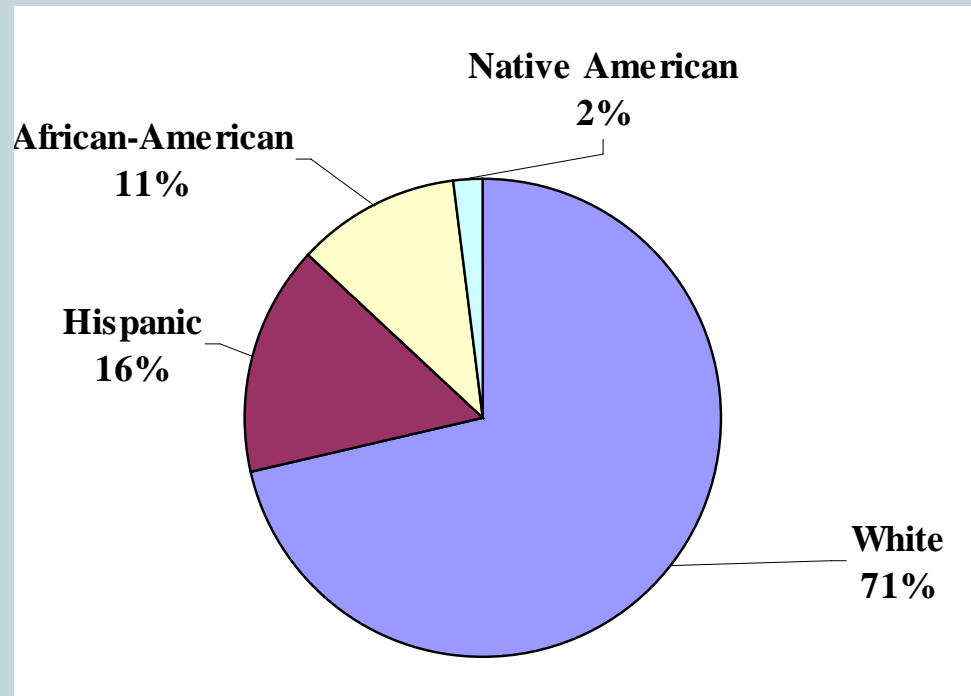
## 2007 Course Sessions

Course Start Date	TEExES Exam Date
<del>February 15, 2007</del>	<del>—April 14, 2007—</del>
May 24, 2007	August 4, 2007
June 11, 2007	August 4, 2007



## Who are our participants?

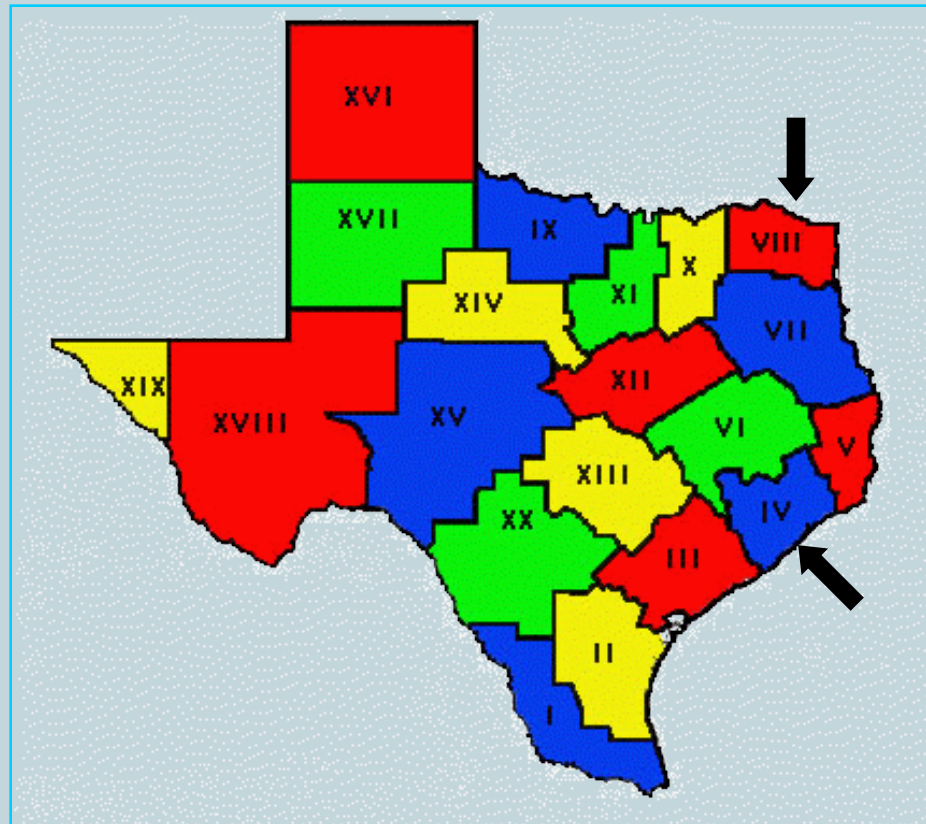
- Gender  
93% - Female; 7% - Male
- Ethnicity



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## Participants by Region

ESC XI -	9%
ESC XII-	10%
ESC XIII-	8%
ESC XIV-	1%
ESC XV-	1%
ESC XVI-	2%
ESC XVII-	1%
ESC XVIII-	3%
ESC XIX-	0%
ESC XX-	6%



ESC I -	2%
ESC II-	2%
ESC III-	1%
ESC IV-	22%
ESC V-	3%
ESC VI-	9%
ESC VII-	2%
ESC VIII-	13%
ESC IX-	2%
ESC X-	4%



## 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

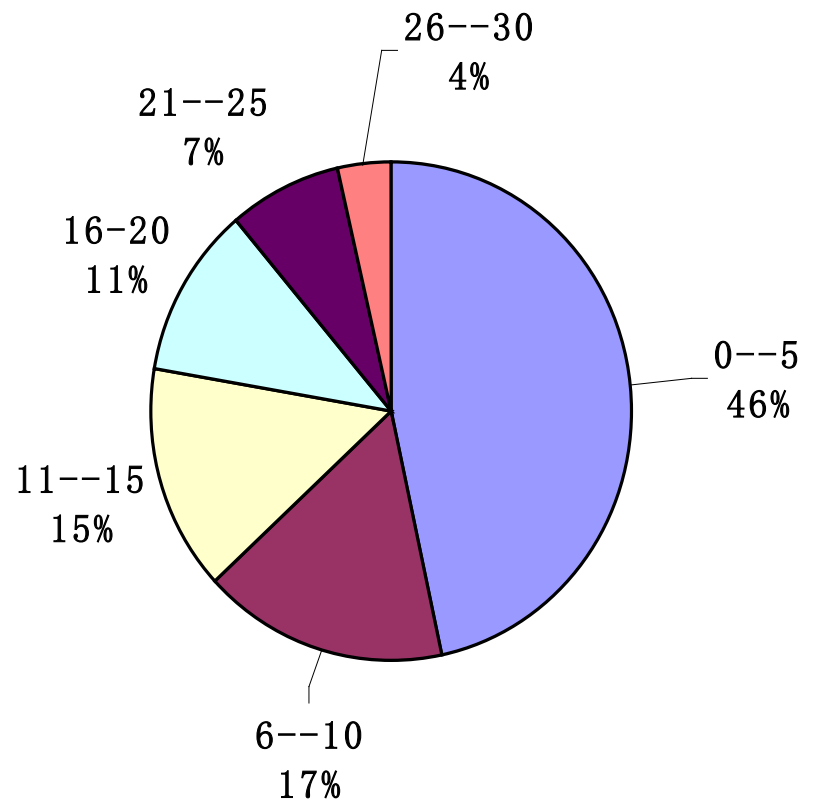
Rural 46%

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.



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## 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...

87% strongly agreed/agreed	Using distance education technology was an <u>effective</u> way to participate in <u>professional development</u> activities.
72% strongly agreed/agreed	Distance education technology <u>facilitated communication with fellow educators</u> .
90% strongly agreed/agreed	The <u>instructor</u> used distance education technology to <u>communicate effectively with students</u> .
92% strongly agreed/agreed	Taking this course via distance education was <u>convenient</u> .



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## For More Information

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

Polly Trevino, M.Ed.

Coordinator and Instructor

[lingualed@tamu.edu](mailto:lingualed@tamu.edu)

(979) 845-2599

- Please visit the TAMU Bilingual Education Program website: <http://ldn.tamu.edu>

