


1986

# Conducting Workshops That Assist Content Area Teachers With ESL Students: Two Models

Janet Sue Gerba  
*SIT Graduate Institute*

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Conducting Workshops That Assist Content Area

Teachers With ESL Students:

Two Models

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B.S. Education - University of Kansas 1963

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Submitted in partial fulfillment of the requirements for  
the Master of Arts in Teaching degree at the  
School for International Training, Brattleboro, Vermont

September, 1986

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Winston, New York.

This project by Janet Gerba is accepted in its  
present form.

Date Nov. 2, 1986

Project Advisor Clare M. Stanley

Project Reader Robert L. Miller

This project describes the preparation of a workshop given for content area and regular classroom teachers in Nutley, New Jersey, who had ESL students. The purpose of the workshop was to improve the teachers' ability to work effectively with these students. The preparation included selecting the topics to be covered, conducting the research and organizing the structure and details of the workshop. An outline of that workshop and suggestions for giving one like it are presented.

The project further describes the preparation of a TESOL demonstration given for ESL teachers and administrators in which they were shown how to give this kind of workshop for content area and regular classroom teachers.

The purpose of this project is to provide a model workshop or a TESOL demonstration for interested ESL teachers who need to present either one.

ERIC Descriptors  
Cultural Awareness  
Cultural Background  
Cultural Difference  
In-Service Teacher Education  
Teacher Workshop  
Limited English Speaking

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## Chapter I

### Introduction

The person who provides the first link between the ESL student and the new language and culture is usually the ESL teacher. This results in a special relationship between the students and the teacher. One of the most rewarding aspects of my job is this close relationship. I was surprised to learn that an additional reward could come from forming a special relationship with the teachers the students had for other classes as well. This occurred when I gave an in-service workshop in my school district in Nutley, New Jersey, entitled "Dealing With ESL Students in the Content Area or Regular Classroom." I was so excited with the success of the workshop that I shared the ideas with fellow MAT candidates at The School for International Training. Encouraged by their reaction, I gained the confidence to prepare a demonstration for TESOL International Convention. The focus of the TESOL demonstration was how I went about preparing and presenting the Nutley workshop. This Independent Professional Project evolved from the issues, the preparation and presentation, and the evaluation of both the workshop and demonstration.

By giving the Nutley workshop, I wanted the content area (CA) teachers to become involved in the issues and special problems of the ESL students. I realized that their treatment of these students is often based on a number of factors:



- CA teachers must give ESL students special attention in an already busy class, and they face other problems such as evaluation and grading.
- CA teachers are often unaware of the complexity of the linguistic tasks for ESL students and mistakenly equate the ability to converse adequately on a social level with the ability to participate on an academic level.
- CA teachers have misconceptions about how L<sub>2</sub> acquisition differs from that of L<sub>1</sub> and how much time it takes to become proficient in another language.
- CA teachers without similar cross-cultural experiences lack awareness of the adjustments ESL students must make.
- Attitudes of school systems and the general public range from apathy to hostility toward ESL programs and students.
- Fifty percent of all public school teachers have had ESL students.
- Only 10 percent have ever taken a course that would help them deal with the students.<sup>1</sup>

Just as these factors affect CA teachers, there are several factors that affect ESL teachers who try to design workshops that address CA teachers' needs.

- ESL teachers often are the only ones to whom CA teachers can go for help or explanations.
- It is more efficient for ESL teachers to offer this help in a workshop than on a one-to-one basis.
- As a teaching colleague, ESL teachers have a better chance of changing attitudes and teaching methods in the neutral setting of a workshop.<sup>2</sup>

- It is difficult to find time to prepare a workshop if one is teaching ESL full time.

The purpose, therefore, of this IPP is to present two models for ESL teachers. The first is a model of a workshop for CA teachers. Using my outline of the Nutley workshop as a model, the ESL teacher can prepare a similar workshop for the CA teachers in his/her district. This model and the accompanying list of resources can save preparation time and unnecessary duplication of effort. The second model is one that ESL teachers or teacher trainers can use to show their colleagues how to give a successful workshop for CA teachers.

To present these models, I have arranged this project into six components. In the first, I describe the preparation involved in presenting the Nutley workshop for CA teachers. Secondly, I present, in outline form, a model for that workshop, followed by its analysis. The fourth component contains a description of the preparation of the TESOL demonstration, which is followed by an outline model and its analysis.

This project, with its models, is offered with the hope that ESL students will benefit academically and personally from the increased awareness and understanding of their CA teachers. I also hope that other ESL teachers will enjoy the experience of working with colleagues as much as I did.

## Announcement of Nutley In-Service

## NUTLEY PUBLIC SCHOOLS

## Office of the Superintendent

Date: November 12, 1984  
 To: Professional Staff  
 From: J. L. DeCesare, Assistant Superintendent  
 Subject: Mid-Winter In-Service Course sponsored by the Nutley Board of Education

Described below is the mid-winter in-service course. Attendance at all four sessions provides one credit on the salary scale. You may earn up to five credits on the salary scale by this method.

TITLE OF COURSE: Dealing with ESL Students in the Regular/Content Area Classroom.

FOR: K-12 Teachers - Room 126 in Nutley High School

DATES: January 8, January 15, January 22, and January 29, 1985 (all Tuesdays)

TIME: 3:30 P.M. to 5:30 P.M.

FACILITATOR: Mrs. Janet Gerba, ESOL Teacher

SESSIONS

1/08/85 - ESL In Nutley and Elsewhere: Identifying Issues and Problems  
 1/15/85 - The Social and Cultural Components  
 1/22/85 - Linguistic Factors  
 1/29/85 - Creative Coping and Assessing Alternatives

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If you wish to be enrolled in this in-service course, please fill in your name and school below and return to Mr. DeCesare, Assistant Superintendent.

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 School

Please return by December 3, 1984

## Chapter II

### The Nutley Workshop for Content Area Teachers: Dealing With ESL Students In the Regular/Content Area Classroom

#### Part 1 - Preparation

In November of 1984, the superintendent of my school district sent out a request for someone to give an in-service on any topic. My first thought was that this might be an opportunity to share with other teachers information on how to deal with ESL students in the content area classes. I had always been concerned about the treatment my ESL students received, beginning with the day they enrolled. I thought that if my colleagues had some understanding of the linguistic, social and cultural difficulties these students faced, they would be more empathetic and effective in dealing with them in class. The need for sharing information like this outweighed the fear of giving what I thought would probably be a thirty-minute presentation at a teachers' meeting, so I volunteered.

When the superintendent expressed his gratitude that a new teacher in the district would accept the responsibility for an eight-hour in-service, it was too late to say, "My mistake." Panic set in. I had no idea what to do for eight hours. The teachers who attended my in-service might give me a hard time and, no doubt, word of my incompetence would spread throughout the district. My only choice was to sit down

and figure out what I was going to do. The following is a description of what I did to prepare for that in-service.

There were so many questions going through my mind. What do I want to accomplish? Why will teachers come and what do they need? What can I do to help them? How will I know if I am reaching them and affecting changes in their attitudes? Where do I start? I thought that if I could just choose a topic I would have a focus and maybe things could begin to take shape. I decided on "Dealing with ESL Students in the Regular/Content Area Classroom." A good title was important to get me started, but it was also necessary to attract and target the audience. Prospective participants would decide to attend based only on the title that appeared on the announcement flier.

(Illustration 1)

Since the course was divided into four sessions, the next task was to block them out. I decided on four topics that I wanted to explore: "ESL in Nutley and Elsewhere: Identifying Issues and Problems," "Social and Cultural Components," "Linguistic Factors," and "Creative Coping: Assessing Alternatives." Now ideas for each session came easily.

I thought it would be most effective to begin the first session at the individual level, with the problems and realities of ESL in the town of Nutley and in each classroom. Then I would expand the topic to New Jersey and the United States. I decided to include a history of immigration in our country and the resulting progression of educational problems in order to give a clearer perspective of the problems of ESL students in schools today.

There are several reasons why I chose to discuss social and cultural factors at the second session. First, they can cause more problems than linguistic factors and many CA teachers have less awareness of them, than other factors. I hoped that by considering them first, the CA teachers would have increased empathy and understanding of LEP students and they could then focus with more interest on the linguistic factors which would be considered next.

Most people think language is the obvious problem for ESL students, so in the third session I decided to look at the structure of some of the first languages of our students. After identifying some of the characteristics of these languages, the teachers could identify what speakers of the languages would have to learn about English.

The topic of the fourth session was probably what attracted most participants in the first place: techniques or dealing with the problems created by limited English students. By saving coping until the last session, the CA teachers would have already considered important factors causing the difficulties that these students face. What I wanted to accomplish was raising the consciousness of the CA teachers so that they could select classroom techniques that would reflect the empathy and understanding they had acquired during the in-service.

Now I had a focus and four directions to go, and the job of preparing an in-service looked more challenging and exciting than frightening. I realized that the best way to reduce nervousness was to prepare for the in-service down to the smallest detail. Thoroughly researching the topics and then organizing and rehearsing the presentation would give me much more confidence that I could conduct a worthwhile in-service.

Research was the biggest task, taking approximately four hours to do the research for each session. There were a number of directions to go for the information. For the first session I got local facts from four sources. I spoke to the city clerk; I referred to school records and found a book on local history. I also interviewed an older resident who immigrated to Nutley from Italy when he was a boy. The school librarian recommended a data book that was the source of local, county and state facts and figures based on the most recent census. The state bilingual education office also provided figures and information. Encyclopedias contained immigration information under the entries "Immigration" and "Ellis Island."

For the three other sessions, the following sources were used: linguistics texts, social and cultural texts and pamphlets, course notes, journals, publications, TESOL convention presentations and newsletters, ESL colleagues and college professors. All resources used for research appear in the bibliography at the end of the Appendices. As I gathered the material and information, I coded the notes according to the appropriate session.

Before I could organize these notes into a presentation, I had to decide on a format for the in-service. There seemed to be two possibilities, a lecture/demonstration course or a participatory workshop. I looked at what I thought the situation was. The participants would come because they had needs and concerns they wanted to work on. They knew what their needs were. I had information they could use, and I could help them make discoveries and decisions about the ESL students and their problems. Making discoveries and decisions based on experience is something done most effectively in a workshop, so the choice

was made. I would use a mixture of presentation and participatory projects and would have to determine the balance between participant tasks and my own, maintaining balance between participants and presenter.

Next came the job of organizing everything and getting ready for the workshop. For each session, I organized my research notes and the materials I collected into a logical progression. At this point, I decided what would be most effective as presentation and what was useful for the participants to work out themselves through projects. I decided on five types of projects that could be done either by individuals or small groups:

- participants providing information or facts based on their experience or knowledge,
- making decisions or evaluations based on that experience or knowledge,
- sharing interviews that participants had with ESL students,
- dividing a large amount of reading material among participants so each could select items of value to share,
- writing individual reflections on a topic.

Next, I organized, in an expanded outline form, the presentation and activities onto 4 x 8 notecards. Included in the organization was time for questions, discussion and a break. In the margin, I estimated how much time each of the parts would take, based on a rehearsal. Having the times written down eliminated the fear of planning too much to do in one session or worse, finishing the entire two-hour session in



thirty minutes. In all, it took about four hours to organize and do a timed rehearsal of each session.

As I mentioned earlier, I did not want to overlook any detail because having overlooked something, no matter how small, might cause an unexpected panic for me. The first thing I did was anticipate all materials that could be used and equipment that would be needed. I prepared, reserved, tested and organized them before each session. I kept chart paper, markers, tacks and tape on hand for the various projects. I also decided to type a transcript of an audiotaped interview with a Vietnamese boy who escaped Vietnam by boat, because I did not want the participants to miss any of his incredible journey due to his heavy accent.

I even considered where people sat to be an important detail. Since the workshop included many projects, I wanted people with similar teaching situations to work together. Before the workshop began, I divided the registered participants into groups so that elementary school teachers were together and 7-12 grade teachers were grouped by subject.

I now felt well prepared, but I still had a final question to answer. How would I know if I were reaching the participants and affecting changes in their attitudes? I needed both direct and indirect on-going evaluation and a final evaluation questionnaire. By evaluation, I mean both observing what is happening and deciding on its value. Through evaluation, I would know whether it was necessary to make changes in the workshop.

Direct evaluation could start at the beginning of the first session with a participant information chart. (Appendix A) The informa-

tion the participants gave would help me determine what cross-cultural and second language experiences they had had. Also in the first session, they would list all the problems that ESL students created. This would tell me why they came to the workshop and give me an indication of what they expected from it.

I saw smaller, indirect ways to evaluate also. For example, when it came time to give the figures for children who do not speak English as their first language, I could have them estimate them first. Their estimates would show the level of awareness they had about the second language situation in their community and state.

Participant interest could also be indirectly evaluated by observing their reaction and involvement in the various projects. While they worked, I could watch and listen. The extent and quality of their participation and their interest would be an indication of the value they placed on the project. Even the projects themselves were means of evaluating what the participants were learning, as in an assignment to describe any new insights into social and cultural factors. This would tell me what impressed people who were outside the field of ESL, what kinds of things were new to them. All the projects in the final session would require using what they had learned to create solutions to the problems they had listed in the first session.

The remaining area of on-going evaluation was my ability as a workshop facilitator and my manner of presentation. I decided to audiotape each session. By listening to the tapes afterwards, I could be aware of voice quality, annoying mannerisms of speech, errors that

should be corrected, omissions, areas where clarification would help, and so forth.

Finally, I needed a written evaluation questionnaire that participants would fill out at the completion of the workshop. I made one that would provide comments on what I chose to present and how I did it so I could assess the adequacy and accuracy of the announcement, the manner of presentation of the workshop, the content, and the need for change or improvement if I were to give one again. A copy of the questionnaire and the responses of the participants appears in Appendix B.

After nearly thirty-two hours of thorough preparation for the workshop, I was looking forward to the first session with excitement instead of fear.

## Part 2 - Presentation

I described earlier how I organized the content of each session in outline form on 4 x 8 notecards. Before presenting that detailed outline, I have listed the general topics and project for each session so teachers can get a sense of the whole workshop.

### Session One: ESL in Nutley and Elsewhere

- preview of the four sessions
- explanation of format/procedure
- project to gather information on participants' language and cross-cultural experience
- present facts and figures on U.S. immigration
- present facts and figures about the state
- present local facts and figures
- present information on bilingual education
- project to list problems caused by having ESL students
- homework: to interview an ESL student

**Session Two:  
Social and Cultural Components**

- discuss information gathered on participants' language and cross-cultural experience
- present problems caused by social and cultural factors
- share interviews done for homework
- project to classify class problems by cause
- project to share interesting insights from selected social and cultural readings
- view student-made videos of their escapes from Vietnam/Laos
- listen to tape of a small boy's escape
- project to revise the classifications of causes of class problems in light of new information
- discussion and reflective writing

**Session Three:  
Linguistic Factors**

- present brief history of English language
- present what aspects make English difficult to learn
- project to predict what difficulties new speakers will have with English based on glosses of their first languages
- present facts about the major 2nd languages in Nutley
- present facts about English
- homework: to bring a content area text book next session

**Sessions Four:  
Creative Coping and Assessing Alternatives**

- present general facts about problems ESL students face
- project to do self-analysis on typical classroom teacher-talk
- project to determine which classroom objects have understood function and which must be taught
- project to list how peer tutors could be used
- project to extract the essence of a text passage or chapter and reduce it to simple English
- project to list alternate ways to evaluate and grade
- evaluation questionnaire

On the following pages is the outline model of the Nutley workshop. It is written in a lesson-plan style that includes both my purpose for doing each activity and suggested instructions for doing

the activity. Any material that is specific to my locality and situation can be replaced by those specific to the users of the model.

#### Outline of the First Session

#### ESL In Nutley and Elsewhere: Identifying Issues and Problems

##### I. Preview the four sessions

- A. Purpose - Participants should know what the course will be about and what will happen in each session. This is the first step in focusing them on the topic.
- B. Instruction - Read the title of each session, give a brief description of why this topic was chosen and what it will cover.

##### II. Explanation of format/procedure

- A. Purpose - Participants need to know what procedures to expect. Both the description of the content and the way it will be handled establishes a general schema and expectation for the workshop.
- B. Instructions - Explain that the workshop will consist of a mixture of presentation, projects, discussion and that participants will be asked to contribute their ideas and work on solutions to some of the problems they are experiencing. Also, explain that the sessions will be audiotaped, if there are no objections.

(30 minutes) This period includes time to find the room, greet people for the first time and get settled.

III. Project to gather information on participants' languages and cross-cultural experiences

- A. Purpose - There are three purposes for this project. First, it creates a common starting point that will draw individuals into the workshop. It also enables them to get better acquainted with each other. Finally, it provides the facilitator with important information about the participants: the languages they have studied, who is bilingual, who was an ESL student, and who has had the experience of living in another culture. During the rest of the workshop, these people can be called on as resources.
- B. Instructions - It is important to give specific directions that include the time allowed for each step. Since this keeps people on task and the facilitator on schedule, use a watch instead of guessing the amount of time and give warnings of how much time is left to complete a task. Distribute the chart (see Appendix A - Participant Information Chart) to be filled out by each group. Instruct them to choose a secretary who will record the information each person gives. Tell them they have 15 minutes to work. This will give them time to complete it and chat about each others' experiences. Collect the charts and explain that the information will be collated and copies distributed at the next session.

(20 minutes)

IV. Present facts and figures on U.S. immigration

- A. Purpose - It is good to start with the largest perspective, reminding people what facts support the phrase "a nation of

immigrants" and that the U.S. has had a history of being unkind to its most recent immigrants, especially if the group is physically identifiable. If the national backgrounds of the participants are known, it is particularly meaningful to find examples of persecution of these groups.

- B. Instructions - Any encyclopedia has interesting facts and figures under the entries "immigration" and "Ellis Island."

(7 minutes)

V. Present facts and figures of the state

- A. Purpose - Most people are not so familiar with the narrower perspective of their own state. It is interesting to have them guess the figures, instead of just reciting them. Their guesses reveal their knowledge of the situation.
- B. Instructions - Provide statistics on how many do not speak English at home, how many are in ESL/bilingual classes, the largest second language groups and some generalization about their academic backgrounds.

(8 minutes)

VI. Present local facts and figures

- A. Purpose - The language history of a community is often surprisingly interesting. Teachers should know if there has been a history of immigrants learning English in their schools. They should also be aware of the situation at the present time.
- B. Instructions - Describe the history of language groups in the community, why they came, what problems they might have

caused, the impact of their children on the schools, the contributions they made. Have them make estimates of the following and then give the facts from the annual state language survey: number of students who do not speak English at home, number of ESL students, the names of the first language groups and the number of speakers of each.

(10 minutes)

VII. Present information on ESL/bilingual education

- A. Purpose - Since attitudes about ESL/bilingual education often range from apathy to opposition, it is helpful to make participants aware of the history of bilingual education in the U.S., especially before World War II. A facilitator should take advantage of the curiosity many teachers have about what goes on in ESL/bilingual classes to explain the rationale and methods used.
- B. Instructions - Give examples of bilingual education practices in cities throughout the U.S. before WW II. Cite the 45 percent dropout rate in Philadelphia at the turn of the century to refute the common belief that past generations learned English without ESL classes, and note that manual labor which was available for non-English speakers in the 19th Century no longer exists. Give the state regulation and certification requirements. Give examples of how ESL methodology differs from that used in regular English class. See if they can determine the meaning of these acronyms and initials:

students: LEP



teachers and organizations: TESOL TESL

subjects: ESL ESOL EFL ESP EST VESL

tests: TOEFL LAB (Maculititis)

(10 minutes)

VIII. Project to list problems caused by having ESL students

- A. Purpose - When a problem arises, the first thing that feels good is to tell someone about it. This project provides the opportunity to do that and participants can see they have a common bond. Having them list their problems on charts and hang them up for everyone to look at is an act of recognition on the part of the facilitator. This project is early in the workshop so the facilitator can be aware of the specific problems of the group and see that they are addressed somewhere. Revisions and adjustments to workshop plans, based on their problems, can be made between the first and second sessions.
- B. Instructions - On a piece of notebook paper, each group brainstorms for 15 minutes, listing all the problems each individual in the group has observed or experienced. Include problems for both the teacher and the ESL students. Then they take 5 minutes to write them on a large sheet of chart paper and hang them up. In the last 5 minutes read the charts others have made. The next session includes the discussion of these charts. (For a list of the problems generated by the Nutley teachers, see Appendix A.)

Homework: Interview an ESL student, asking how they feel coming to a new country.

(30 minutes)

#### Outline of the Second Session

##### Social and Cultural Components

- I. Discuss information gathered on the participants' language and cross-cultural experience
  - A. Purpose - The participants enjoy knowing each other's background. They made the chart in small groups during the first session, so in this activity, they widen their knowledge about the others.
  - B. Instructions - Distribute copies of the collated chart. Question those whose first language is not English. Ask for comments from those with unusual travel experience and those who have lived in other countries. Mention that some of these people will be used as resources later.

(15 minutes)

- II. Present problems caused by social and cultural factors
  - A. Purpose - CA teachers are usually not aware that social and cultural differences can often cause more problems than lack of ability in English. It is important for them to know why this happens.
  - B. Instructions - Offer the following ideas for their consideration.
    1. Culture defines who you are. Your identity is your name, language, accomplishments, behavior, values, and

- standards. They have been prescribed by your culture.
2. When you move to a new country, you do not have the language to make your accomplishments known, you may not share the same values and standards as the new country, your behavior may be inappropriate, and if people cannot pronounce your name or you learn that it sounds like something distasteful, you may even give it up and take another. You may feel like you have become an invisible person.
  3. Some societies have tried to obliterate others by making their language illegal, hoping that without the language, the culture cannot be passed on. There are strong emotional responses to the issue of the language.
  4. Many people think it is un-American not to speak English.

(5 minutes)

III. Share interviews done for homework

- A. Purpose - The homework was assigned to encourage CA teachers to have a conversation about a topic they might not otherwise discuss with a student. Sharing what these students feel about starting life over in a new country, provides a new insight into what are often heartbreaking stories.
- B. Instructions - Call on those who spoke to ESL students to briefly share what they were told.

(10 minutes)

IV. Project to classify class problems by cause

- A. Purpose - CA teachers should try to decide what causes the problems that they have observed in their classes.
- B. Instructions - On a piece of paper, have them make three columns: one social and cultural, one language, and one teaching. Taking the charts of problems from last week, they enter each problem under one of the three factors listed on their paper. If a problem seems to have more than one cause, they draw lines between columns. Allow 12 minutes to complete the project. Tell them to discuss their notes with their group. Follow this with a discussion of the charts. Some problems may need clarification or explanation.

(15 minutes)

V. Project to share interesting insights from selected social and cultural readings

- A. Purpose - Before discussing what factors cause the problems they experience, expose them to information about the cultures of local ESL students. They may discover they have misjudged some of the causes.
- B. Instructions - Have them read short articles and passages which contain social and cultural information.<sup>3</sup> They look for customs that are different from ours and that might cause misunderstanding, including small things such as physical gestures. Allow five minutes to read and select something to share with the group. Call on each participant and be strict with a one-minute time limit for sharing.

(35 minutes)

- VI. View videos made by students of their escapes from Vietnam/Laos
- A. Purpose - A film that exposes the pain and suffering experienced by many refugee children is a powerful tool for raising the consciousness of CA teachers.
  - B. Instructions - Show videos made by Hawaiian high school students about their escapes from Vietnam and Laos.<sup>4</sup>

(15 minutes)

- VII. Listen to tape of a small boy's escape from Vietnam
- A. Purpose - The message is more personal coming from one of the participant's students. It is important for them to realize that even a child of six has experienced pain and fear, the likes of which is hard to imagine. A transcript insures that his story is understood even if his spoken English is not.
  - B. Instructions - Provide the participants with a transcript of the audiotaped story. Have them follow along as they listen.

(15 minutes)

- VIII. Project to revise the classification of causes of class problems in light of new information.
- A. Purpose - Participants should have the opportunity to revise their opinions about the causes of problems. Doing this points out the need to always be aware that misunderstandings occur regularly and that one needs to be careful of judging others by American standards.
  - B. Instructions - Direct participants to look at the problems they categorized earlier and see if they find items listed

under language or teaching causes that might be explained by social or cultural differences.

(5 minutes)

IX. Discussion and reflective writing

- A. Purpose - Participants should have a moment to pull their thoughts together and express them.
- B. Instructions - Present three final factors for them to consider:
  1. ESL students must handle the culture clash at home. They must be two people, an American student and a child of their parents' culture. This is not easy, especially for the younger ones.
  2. They must do what none of us have to do, speak one language at home and another one at work.
  3. They must go through the difficulties of growing up that all young people go through, but with fewer social supports, fewer friends, and little social life or accomplishments outside the classroom. They also lack the support that comes from teachers and counselors who have had cross-cultural experiences or consciousness raising, such as you have.

Then ask for comments by any participant who was also an ESL student at one time and comments by those who have lived in other countries. Following that have them write for a couple of minutes on any insights, personal reflection, information that has had an effect on them, or anything else relevant to social and cultural issues. Collect them, explaining that it

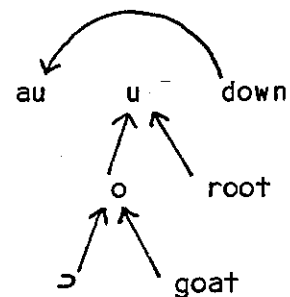
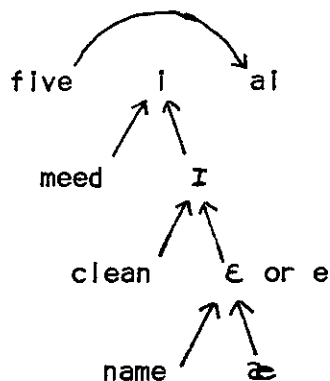
is important for the facilitator to know what impresses those outside the field of ESL.

(10 minutes)

### Outline of the Third Session

#### Linguistic Factors

- I. Present a brief history of the English language
  - A. Purpose - The origin and history of English helps explain some of the characteristics that make English difficult to learn. With many Indians in the district, it is interesting to know that their language and English share common parent.
  - B. Instructions - Explain that English is an Indo-European language that originated in northern Europe. It broke up and scattered about 3,500 - 2,500 B.C. It is related to Persian and Sanscrit but not Arabic or Asian languages. Read excerpts from Baugh and Cable.<sup>5</sup> Page 46 (Germanic tribes), pages 50-52 (Germanic characteristics, unbroken evolution, three periods), pages 167-168 (French influence), pages 199-201 (effect of printing press). Use the diagrams from page 238 to explain the Great Vowel Shift.



The shift caused the differences in pronunciation that occurred between the time of Chaucer and Shakespeare.

(15 minutes)

II. Present what aspects make English difficult to learn

A. Purpose - By giving some examples of the complexities of English, participants are able to see that learning English is not just learning vocabulary and some grammar rules.

B. Instructions - Present the following information, providing examples as necessary.

1. What makes learning English difficult? It is not the words. You cannot learn a new language with just a dictionary. A new language has a different sound system, its own grammar rules and sometimes its own unique writing system. People must even learn the manner of speaking that is appropriate for specific situations. Let us consider just the first three.

a. The sound system of English is a problem because it has sounds that are not present in other languages and visa versa. English has approximately twenty-four consonant phonemes and fourteen vowel phonemes with only twenty-six letters to express them, so the sound-letter relationship is not consistent. These sounds pattern differently than they do in other languages. For example, /ng/ occurs initially in Vietnamese but only medially and finally in English. Sounds may also change in certain



environments. For example, vowels often change to schwa when the syllable loses its stress. Also, English is a time-stress language but many of our students speak tone languages. /naa/ is an example of the importance of tone in Thai.<sup>6</sup> (See Appendix B)

- b. The subject-verb-object structure of the basic English sentence is not necessarily the same structure that other languages use. In English there are five main types of questions: yes/no, wh-questions that question either the subject or object, tags, and rising pitch. Time can be expressed in a number of ways and auxiliaries are used to form most of the tenses.
  - c. English orthography causes problems for students who speak languages that do not use the Roman alphabet, such as Korean, Chinese, Arabic, Gujarati, Japanese.
2. What kind of errors will ESL students make? Linguists have attributed errors to basic three categories.<sup>7</sup>
- a. Transfer: application of L<sub>1</sub> rules to L<sub>2</sub>, usually the kind beginners make.
  - b. Overgeneralization: application of newly learned L<sub>2</sub> rules in wrong or irregular places, usually the kind intermediates make.
  - c. Developmental: making false hypotheses about L<sub>2</sub>.

(20 minutes)

III. Project to predict what difficulties new speakers will have with English based on glosses of their first languages

- A. Purpose - Exercises taken from a linguistics text provide participants with an opportunity to discover for themselves some grammatical rules from other languages that differ from English.<sup>8</sup>
- B. Instructions - Distribute the linguistic exercises (Appendix A) and give necessary explanations. Allow them to work in their groups for twenty minutes and save fifteen minutes for discussion.

(35 minutes)

IV. Present facts about the major second languages in the community

- A. Purpose - By describing a number of linguistic features that differ in the ESL students' languages, participants will have a greater awareness of the task that faces the students in learning English.
- B. Instructions - Present the features that are characteristic of three of the most common languages of the students in the district.

(10 minutes)

V. Present additional facts about English

- A. Purpose - A summary of some general characteristics of English gives a closure to the topic of linguistic factors. Provide examples when necessary.

B. Instructions - Present the following facts:

1. While, in one respect, English is easier to learn than most languages because there are few inflections and case endings, there is a price to pay. Without inflections, word order is less flexible; the position of a word determines how it functions in the sentence. Even the various constituents of a sentence have more rules about where they can be placed.
2. As in any language, idiomatic expressions impede comprehension. Hundreds of very common two-word verbs whose meanings cannot be derived from their separate parts, add a tremendous burden for anyone trying to master English. In addition, there are grammatical structures that are content area specific. Some verb tenses or aspects are found more frequently in certain subject areas. Approximately 70 percent of the verbs in scientific writing are in the passive voice in order to omit the agent and make the writing impersonal. Conditional sentences are also common in order to describe cause and effect. The past, present and perfect tenses are most common in social studies. The complex structure of the language used in content area classes may partially explain why ESL students have difficulty in these areas even though they are quite able to converse socially.

Homework: Participants must bring a content area textbook that they use in their classes in order to do a project during the next session.

(10 minutes)

## Outline for the Fourth Session

### Creative Coping and Assessing Alternatives

#### I. Project to analyze typical classroom teacher-talk

- A. Purpose - CA teachers should be aware of the kinds of directions they give and how to make them more understandable for ESL students.
- B. Instructions - Put up the charts of problems they made the first session and tell them that by doing five projects they will come up with some solutions. Instruct them to label a blank page ORAL DIRECTIONS and take five minutes to quote as many directions as they can that they regularly give during their classes. When they finish, ask them to underline those that can be easily demonstrated and star those whose meaning must be taught or explained. Then give the following suggestions for helping ESL students follow directions: A physical demonstration accompanying an oral direction is helpful. Writing the directions is also helpful for two reasons. I instruct ESL students to write everything from the board, even if they do not understand it, so someone can translate or explain it later. English-speaking family members say they often cannot help the ESL student because the student does not know what the directions are. If they at least have written directions, the family or I would know what to do to help. Secondly, some ESL students have studied English in their countries and can understand written English better

than spoken English, so they might understand directions better if they can see them. Discussion.

(20 minutes)

II. Project to determine which classroom objects have understood functions and which must be taught.

- A. Purpose - CA teachers should be aware of which classroom objects need only an English name because their function is understood by the ESL student and which need an explanation of their function as well as a new name.
- B. Instructions - Ask the participants to label a blank page MANIPULATIVE OBJECTS and take five minutes to list all the teaching and administrative objects in the classroom. When they finish, ask them to underline those objects whose function is understood and that need only a name and to star those whose functions must be explained in addition to a name in English. Allow about seven minutes for listing and eight for discussion. Explain that the educational background of ESL students will vary from no normal schooling to a level above their grade placement in a U.S. school, affecting their familiarity with classroom objects.

(15 minutes)

III. Project to list how peer tutors could be used

- A. Purpose - CA teachers know their students and teaching situations best. Employing new awarenesses, attitudes, understanding and knowledge from the workshop, they can devise ways of having other students help the ESL students, relieving the teacher of the entire burden.

- B. Instructions - Explain that they do not have to be entirely responsible for what amounts to individualized instruction for ESL students. Help is all around them. Other students often make effective teachers. Ask them to work in groups for fifteen minutes, thinking of as many ways as they can to have other students help with an ESL student. Consider American students, former ESL students and students who speak the ESL student's language. Write the ideas on chart paper. Save ten minutes for discussion. Offer this suggestion, to use students to translate. To prevent an ESL student from relying too much on translation, set down rules for when and how much translation a peer should provide. It is best to exhaust all possibilities of how to get a point across in English before resorting to translation. Read a few interesting passages from "ESL Buddies."<sup>9</sup>

(35 minutes)

- IV. Project to extract the essence of a text passage or a chapter and to reduce it to simple English
- A. Purpose - Since ESL students cannot comprehend all of the material covered in a class, they should at least be responsible for the main ideas. This project is an exercise in extracting the essence of a passage and figuring out how to express it in simple English. The CA teacher should then hold the ESL student accountable for learning that much in English.

- B. Instructions - Ask the participants to label a blank page BASIC CONCEPTS. Allow them fifteen minutes to select any passage, several pages long, from the text they were asked to bring. On their paper, have them write the main ideas from that passage. After that, have them try to restate those concepts in the simplest form. Each sentence should contain a subject and simple predicate. They should use the present or past tense. Aim for no clauses, subordination, no compound or complex sentences. Take five minutes to discuss how they did and to explain that making sentences simple and short does not always make them easier to understand. One should, however, try to state main ideas simply enough for the ESL student to understand and make them responsible for at least that much on examinations.

(20 minutes)

- V. Project to list alternative ways to evaluate and grade
- A. Purpose - Assigning grades is a serious business, especially in high school when it determines class rank. Again, using what they have learned from the workshop, the participants can brainstorm in groups to come up with non-traditional ways to evaluate and grade ESL students, ways which are fair to both the ESL students and the others in the class.
- B. Instructions - Ask them to work for fifteen minutes in groups to think of new, creative and revolutionary ways to evaluate and grade ESL students. Have them consider not only what is fair to the native speakers but fair to the ESL students, as well. After that, ask them to share their ideas with the

whole group. Allow for discussion. Close with this thought: CA teachers and native speaking students should realize that ESL students are expected to do twice the work that native speakers do. They not only must learn the subject matter, but they must learn it in a foreign language. Their grades should reflect the size of their task.

(25 minutes)

VI. Closing remarks and evaluation questionnaire

- A. Purpose - To provide closure to the workshop, the participants are asked for feedback on various aspects of the four sessions.
- B. Instructions - Make the following closing remarks. It may be a year or more before a new non-English speaking student can experience limited, meaningful participation in a classroom. The teacher cannot wait a year. The students are entitled to a full day of instruction, just as the others are, from the day they arrive. Teachers are expected to teach all the students assigned to them, to take them from where they are when they arrive to a place beyond that.<sup>10</sup> Even though an ESL student is a burden, a problem of time, materials and planning, working with one and seeing the progress that can be made in a year can be one of the most worthwhile and personally rewarding experiences in teaching. Then, thank the participants for attending and for contributing to your understanding of problems that CA teachers face. Distribute



the evaluation questionnaire and request that they fill them out before they leave.

(5 minutes)

### Part 3 Analysis of the Nutley Workshop

Looking back at the in-service workshop, I see three factors that were the most instrumental in its success: the balance between participants and presenter, preparedness and the on-going assessment and evaluation measures.

Regarding the first factor of balance, it seemed to me that participants came to the workshop because they had needs and concerns they wanted to work on. They were the ones who knew their own needs. In my preparation, I anticipated what these needs might be. I based this on my past experience in the regular classroom, on past experience with my ESL students' CA teachers, on the types of ESL students in our district, and on general knowledge that I gained during my ESL certification training. Obviously I had to make decisions on what to do at the workshop long before I met the participants, but only the participants knew their own situations and problems. I knew that if I could supply information they needed, they would know how to solve their problems. The key to success was balancing who owned the expertise. In other words, I acknowledged that their expertise was in their own situations and that mine was in the field of ESL. If I had gone into the workshop assuming I knew all the questions and the answers, I would have destroyed the presenter-participant balance needed in a workshop. Then, the workshop might have become a patronizing eight-hour lecture.

This balance was in my mind throughout the preparations. Even though I prepared and rehearsed at great length, my plans had to be flexible and adaptable to their needs. The first activity of the workshop was asking them to list their problems. It was my job to look at what they had to say. I anticipated a lot, but not all, of what I saw on their list. Until the group told me, I could not have anticipated which problems appeared to be the most important to them. I determined importance by the frequency that similar problems were mentioned. I needed to have this list generated at the first session, but I did not plan to do anything with it then. I wanted the time between sessions to study the list so I could deal with it later. Looking at the list, I saw what their concerns and needs were and where they fit into what I had prepared. In my presentation notes I marked where each problem would be addressed so I could draw their attention to it when we got there. I saw what I needed to add, and at that point I could also have eliminated parts of my presentation if that had been necessary since participants would not need solutions to problems that did not exist for them.

I felt a balance between presenter and participants throughout the workshop. I heard what they had to say and tied in what they contributed to what I had prepared. According to the evaluation questionnaires, they were pleased with what they accomplished at the workshop. I was pleased with what I accomplished, too.

The second instrumental factor was preparedness itself. Being well prepared was not only the best way to reduce nervousness, but it was essential for a meaningful workshop. This involved thorough re-

search. It was my responsibility to know what was current, not only in what I selected to present, but in any of the directions the workshop might have taken. If I were asked something I did not expect and did not have the answer for, I would be obliged to write it down and return with the answer later. As one participant put it, it was necessary for me to "really know my stuff." Any group, especially educators, wants the assurance that its leader knows what he or she is doing.

Preparedness was not limited to research, however. It also included attention to every detail of the presentation. Participants noticed the overall organization and smaller things like timing and clear and specific directions for activities. I felt they recognized and appreciated the time and effort that was put into having everything under control and run smoothly. My preparedness indicated I cared about their getting the most from the workshop, and they, in turn, cooperated and gave freely of themselves.

The third factor that contributed to the success of the workshop was the various measures that enabled me to evaluate it. I planned on-going feedback which gave me an overall indication that the workshop was going as planned. It kept me constantly aware of what was happening with the participants. It confirmed the adequacy of the planning I had done. I did not have to make any major changes during the progress of the workshop because I had been accurate in anticipating what to do and what to cover.

The feedback did yield a number of interesting surprises, however. The first project revealed that one of the participants was an ESL student as a small child. Her remembrances added a personal touch to different areas that we discussed. Another surprise was how little the

participants knew about the second language situation locally and in the state. They consistently underestimated the sizes of the different second language groups, the amount of ESL students locally and in the state, and they were unaware of what the largest language groups in Nutley were. The third surprise to me was how interested the participants seemed in everything. They were full of questions and they dove right into projects with enthusiasm.

Taping the sessions for my own analysis was the second evaluation measure that was valuable. By listening to the tapes, I not only learned how I sounded as a presenter but I was able to monitor every aspect of the workshop. This provided a more thorough manner of evaluating the progress of the workshop than on-going feedback in two ways. First, taping allowed more time for evaluation. I listened to the tapes many times. With on-going feedback, I had to either make an evaluation and decision on the spot or try to recall the situation later in order to act on it. The tapes provided the opportunity to analyze what happened at a time when I was not actively involved in leading the workshop. Secondly, being able to listen to the tapes more than once provided more information. Each time I listened to the tapes I discovered something that I had not heard or noticed before.

In addition to on-going feedback and taping, the evaluation questionnaire was the third form of evaluation. Since it occurred at the end of the workshop, I cannot say that it contributed to the success of the workshop but it did provide helpful information. It assured me that most participants felt the workshop more than met their needs and expectations. It told me that the group was more affected by social

and cultural information than anything else. Most of all, it convinced me that this kind of workshop is indeed a way of helping CA teachers improve their ability to deal with ESL students.

The workshop was a thoroughly enjoyable experience. It was a pleasure getting to know and work with my colleagues. I benefited from the ideas, concerns and suggestions they brought to the workshop. The rewards of giving a successful workshop make the anguish of preparing it hard to remember.

## TESOL Proposal

### Abstract for the Referees

Title: Content area teachers with ESL students; a workshop design

According to the 1980 U.S. census, half of all public school K-12 teachers have taught a Limited English Proficient student. The role of the ESL teacher is often one of resource person for these content area/regular classroom teachers who must deal with ESL students in their classrooms. If the ESL teacher establishes good rapport with classroom teachers and can assist them in dealing effectively with ESL students, it will enhance the students' educational progress. This can be done through an in-service/workshop for the classroom teachers. The presenter will offer a model of a workshop that has been developed through experience in giving them. Participants will receive an extensive handout that outlines preparatory activities, the model workshop itself, resources and bibliography.

Ten minutes will be used to consider preparation as it applies to the educational context of the participants.

Twenty minutes will be used to discuss the model workshop and its four parts: ESL In Our District -- Identifying Problems, Social and Cultural Components, Linguistic Factors, Creative Coping and Assessing Alternatives.

The remaining ten minutes will be for participants' questions and/or a discussion of resources.

### Fifty Word Summary for the Convention Program

The role of ESL teacher is often resource person for content area/regular classroom teachers. This demonstration will present a model workshop that an ESL teacher can give for these teachers. An extensive handout that accompanies the presentation will outline preparatory activities, contain the model workshop itself, resources and bibliography.

## Chapter III

### The TESOL Demonstration

For ESL Teachers and Administrators:

Content Area Teachers with ESL Students:

#### A Workshop Design

I was so pleased with the success of the Nutley workshop that I prepared a summary of it to present as a class project at the School for International Training where I was completing M.A.T. coursework. I was encouraged by the interest of my fellow students. Their enthusiastic response made me realize that many ESL teachers might want to give this kind of workshop. Someone suggested that this might make a good presentation at TESOL Convention. This time when I volunteered, I knew what I would be getting into.

A TESOL presentation is an unusual experience because of the nature of the convention. It is large, over four thousand people, most of whom have never seen each other before and probably never will again. The scheduling is tight with many interesting things all going on at the same time. People want to get the most they can out of their time. There are a number of reasons why it is common for them to enter and leave any time during a presentation: the topic is not what they expected, it turns out to be irrelevant to their interests, the presentation is boring, or they want to catch half of two presentations going



on at the same time. Most unsettling, is the fact that a presenter does not know what size audience to expect, five or seventy-five.

I knew this much about TESOL when I submitted my proposal. The only way I could feel comfortable about the demonstration was to be well prepared and confident that I could be proud of what I did even if there were only a handful of people to see it.

I was not overwhelmed with questions, as before, but I did have to make many important decisions. The first was the selection of format. At TESOL there are forty-five minute demonstrations or half-day workshops. As an unknown and inexperienced TESOL presenter, I did not want to undertake a half-day workshop by myself, and I decided that my purpose was to present a model, not to have the participants re-invent how to give the workshop. Therefore, I chose a demonstration in which I would explain my preparation, present the model, and comment on resources.

The next decision was the title. The wording of the TESOL title was as important as it was for the Nutley course, but it involved an additional constraint, the title had to be nine words or less. Convention participants would look at titles in the convention schedule to find sessions that they wanted to attend. I had to choose a title that would catch their eye and interest them in reading the summary in the back of the convention guide. I titled the demonstration "Content Area Teachers With ESL Students: A Workshop Design." I chose the term "content area teachers" because it is a more commonly used term than regular classroom teachers. "Content Area Teachers with ESL Students" indicated the issue and "A Workshop Design" suggested what the demonstration was.

Submitting a proposal involved filling out the proposal form, providing a 50-word summary and a 250-word abstract for the selection committee. (Illustration 2) The abstract is sent to referees who choose which presentations will be given. These referees look for clearly stated rationale and a detailed and clear explanation of what will take place during the demonstration. I decided that my demonstration would consist of three general areas: preparation, an outline model of the Nutley workshop and resources. In my abstract, the first four sentences justified my choice of topic. The remaining sentences described the way I would cover the three areas and the amount of time each would take. The proposal had to be submitted six months before the convention.

Next, I made detailed plans of what to do for forty-five minutes. I would discuss a list of questions that are helpful for any workshop planner to consider and then I would run through an outline model of the Nutley workshop. I would put all of this in a handout and include a list of the references I used and a copy of the teachers' handbook I made for my district, which contained information that came from the results of the workshop.

Since the participants would use the handout to follow along during the demonstration, I needed to work on that first. I prepared the list of questions for participants to consider. These came from the questions I had asked myself and the decisions I had had to make. I arranged these questions on a handout with space between each question for participants to write notes. I then prepared my answers to each question as they pertained to my situation in Nutley. My answers

could serve as examples of the importance of considering these questions. Even though each person's circumstances might necessitate different answers, asking the questions was important.

The next step was to review the Nutley workshop notes and from that, prepare an abbreviated outline that could be covered in twenty minutes during the demonstration. I duplicated the outline and included it in the handout so participants could follow along without having to write everything down.

Finally, I decided to include, in the handout, the handbook that was put together as a result of the Nutley in-service. The entire handout for the TESOL demonstration appears in Appendix C.

I was now ready to rehearse and time the demonstration. I cut apart one copy of the handout and attached the pieces to notebook paper. On this paper I wrote what I wanted to say about each item. I rehearsed my presentation using these notes and wrote in the margin how much time each segment should take.

The only thing left to do was pack. During the demonstration I wanted to display the materials I used, so along with those, I packed some of the charts that the content area teachers had made. I took samples of charts that listed problems they were having with ESOL students and ones that listed suggested methods for dealing with problems. I took both pins and tape so I would be prepared to hang them on whatever was available. I packed 75 copies of the handout because I was told the room would seat about 40.

## Part 2 Presentation

In order to have a brief, overall view of demonstration, I have listed the general topics.

- Introductory remarks
- Preparation questions I found helpful to answer
- Run-through of the Nutley workshop outline
- The handbook developed as a result of the workshop
- Reference materials

What follows is the outline I used at the TESOL demonstration. It is arranged in a style similar to the Nutley workshop outline. Under each heading is a statement of purpose, but instead of following that with instructions and suggestions, I have included the notes and comments about the Nutley workshop that I actually used during the TESOL demonstration. This outline can be used as a model for constructing a similar ESL teacher-training demonstration.

## Outline of the TESOL Demonstration:

### Content Area Teachers with ESL Students: A Workshop Design

#### I. Introductory remarks

A. Purpose - Convention pace is hectic. Sessions are close together in time but often some distance apart in location. It is important to start exactly on time, but in the first few minutes it is a good idea to orient people and allow time for latecomers to be seated. This time should be used to introduce oneself and describe the demonstration because it is not unusual for people to find themselves in the wrong session. There is no time in forty-five minutes to get to know the participants, but a quick show of hands will at least tell the presenter how many in the audience are already experts in what is about to be presented. It is best to distribute handouts at the close of the introductory remarks because some people come early, ask for a handout, then leave to attend some other session. If handouts are passed out as people enter, there may not be enough for those who stay for the session.

#### B. Notes on introductory remarks

1. Brief introduction of myself and explanation of the Nutley workshop
2. Both the workshop and demonstration are the source of material for my MAT project at SIT
3. Ask if anyone present has given such a workshop and if so, welcome their comments during the session

4. Distribute the handout
5. Explain what will happen in the demonstration and that the handout will follow the presentation

II. Preparation questions that I found helpful to answer

- A. Purpose - To plan a workshop one begins by making decisions. The planner may not be aware that these decisions are actually answers to questions. When planning a workshop for the first time, it is helpful to have a list of questions that an experienced facilitator has used. Printing them on the first page of the handout focuses the attention of the participants at the beginning of the demonstration. The answers that an experienced facilitator has arrived at can serve as examples for those who want to plan a similar workshop.
- B. Notes on preparation questions, first page of the handout.
  1. What is the purpose of a workshop, why is it necessary? Why am I doing this? At the least, I wanted the participants to have an awareness and empathy for the difficult task ESL students face, and at the most, knowledge of what to do with them.
  2. What are the faculty/administration reactions to ESL students, to the ESL program and teachers and to English only in America? Our administration is interested in compliance with state laws. The faculty is mostly caring but often uninformed about the experiences of ESL students and about second language acquisition. Many

are frustrated in their attempts to deal with these students in their classes. I had a receptive audience. The general audience attitude will affect the reception of the presentation. English in America is a highly charged issue. I didn't have to ask why the participants were there. It was voluntary, and they received one credit toward a higher pay step. A captive audience may affect the style of presentation chosen.

3. Would a workshop or a presentation be a better format? Are time and participant attitudes factors in deciding on a format? Since I wanted their input and involvement and I wanted them to come up with the ideas, I chose a workshop format. I wanted to guide them through activities that would enable them to come up with thoughtful suggestions for dealing with ESL students. I hoped their investment in the results of the workshop would be more meaningful to them than information I could offer in a presentation. Besides, I could not talk for eight hours.
4. Where do I get information and materials? After I decided on four topics, one for each night, I searched through

past TESOL presentations

professional journals

texts and notes from linguistics courses

Center for Applied Linguistics pamphlets

State Department of Education information

colleagues and former professors

local sources, librarians, city hall, historians

The first night of the course I collected information from the CA teachers, themselves. Some provided information about their experiences as second language learners. All provided the lists of difficulties that LEP students present in their classrooms.

5. What is involved in putting a workshop together? As I did the research, I numbered what I found by the session to which it pertained. Then I decided what activities the participants could do and what I would present. I arrange the information on note cards, then ran through the presentation, timing each part and noting the time in the margin. Then I made a checklist of materials and equipment I needed for each session. I also noted what needed to be put on the board and wrote it on chart paper so it could be used again.
6. What part will on-going feedback play? I got on-going feedback when participants were involved in activities. I could observe their reaction, interest and creative output. At the end of the workshop I asked for written comments about the following aspects:
  - a. From the description in the announcement, did the workshop deal with the issues you expected?
  - b. Comment on the presentation, clearness, organization pacing, mixed activities (projects, films, tapes, discussions and lectures).



- c. Comment on the content, whether it was old or new to you, or helpful.
  - d. A highlight.
  - e. Suggestion for Improvement, addition, subtraction, if it were presented again.
7. How is the postmortum conducted? I recorded and analyzed the responses on the evaluation questionnaire. I also listened to the tapes I had made of each session. I had explained that, unless they objected, I would tape each session because the course was connected with my masters project. The analysis I made from listening to my own presentation was invaluable.
8. Would a handbook for the entire district be helpful for the teachers? Would it help if all teachers had information and suggestions to keep in their files? Judging by the frequency and amount of questions I am asked at school, I decided that a handbook was worth the effort. Attached at the end of the handout is the result of our workshop. If I were to do it again, I would make it shorter, especially the first two pages, because I think what teachers want most are suggestions for what to do in the class. I do not think that many teachers read material placed in their boxes that is over a page or so. I should have included an explanation of the state and school policies regarding LEP students, the mandated programs, certification requirements of teachers, the

pass/fail policy of the district, and the state graduation requirements as they apply to LEP students.

(20 minutes)

III. Run-through of the Nutley workshop outline

- A. Purpose - If someone wants to plan a workshop for CA teachers, it is helpful to see what took place in one that has already been given.
- B. With the participants, read through the outline as it appears in the handout, answering questions and adding comments, if necessary.

(20 minutes)

IV. Show the handbook developed as a result of the workshop

- A. Purpose - Participants can see what can be done as a result of a workshop. They can use the Nutley handbook to make one for their own district.
- B. With the participants, look through the handbook.

V. Discuss reference materials

- A. Purpose - Participants can see the types of reference materials that were used for the workshop. The bibliography provides them with the complete list. At the close of the demonstration, they can browse through what is on display.
- B. With the participants, look through the resources listed in the bibliography. Show the texts that were used for reference and the Culturgrams and refugee pamphlets used for social and cultural readings.

(5 minutes)

### Part 3 Analysis of the TESOL demonstration

In my eyes, the demonstration was a tremendous success simply because the room was crowded and the people all clapped at the end, but a less superficial analysis of the success indicated that preparation was again a key factor. Of the other two factors important in the Nutley workshop, the balance between presenter and participants was not an issue because of the demonstration format and feedback and evaluation were not an issue because of the convention format.

Since preparation for the demonstration involved only organization, it was not very difficult. Timing what I had organized seemed to be the most important aspect of the preparation. The presentation had to begin and end on time because of the scheduling at convention. I felt more confident about the presentation after several timed rehearsals. Since the demonstration went on schedule, I reconfirmed my belief in being well prepared and fully rehearsed.

The handout seemed to be successful. It gave the participants a focus at the beginning, an organization to follow and a place to put notes within that organization. At previous conventions I appreciated well thought out handouts because they relieved me from the difficulty of trying to write down everything that has been said while being attentive to what was going on and still have notes that made sense when I got home. The only problem with the handout was that I ran out of them. Triple the room size would have been a safer amount to bring than double.

As far as how the demonstration was received, the analysis had to be based more on inference than the Nutley workshop. The workshop

format, itself, enabled me to get on-going feedback through the participants' activities, and I used written evaluations at the end of the workshop and one year later. Feedback from the TESOL demonstration had to be based on the emphasis it received in convention planning, the attendance at the session and the voluntary response of participants following it. It was also helpful to have a close friend as a participant because she gave me personal comments and feedback on my method of delivery.

The title and summary apparently explained clearly enough what the participants expected to hear because no one left after I gave an introductory preview of the presentation.

The size of the crowd indicated how many people felt a need for giving a workshop for CA teachers. There were more in attendance than the room could seat. I distributed the seventy-five handouts and had to have six more made for those who did not get one. My demonstration was one of those chosen to be taped. I can only assume it was because the topic was one that would sell. At the close of the convention the taping service had to make an extra copy for me because they had sold them all. After the presentation, I received many comments on how helpful the demonstration was. I have also received letters since the convention, requesting copies of the presentation.

Just attending a TESOL convention has always been exciting in itself, but giving a demonstration that colleagues thought was helpful and well done was a top level thrill. It was a great experience that I hope I can have again.

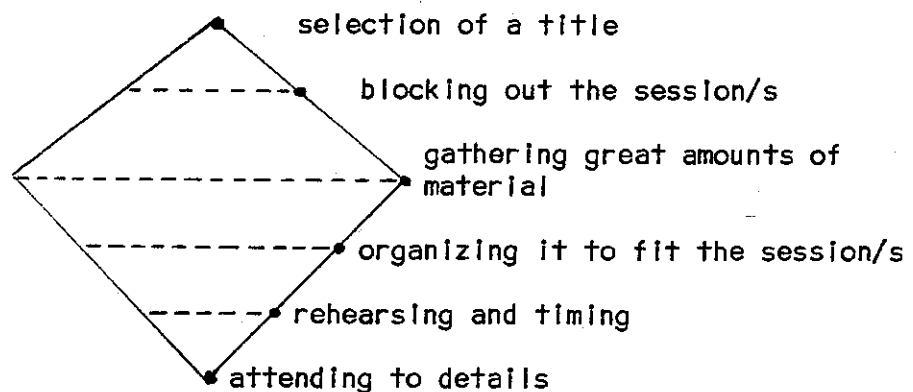
## Chapter IV

### Conclusion

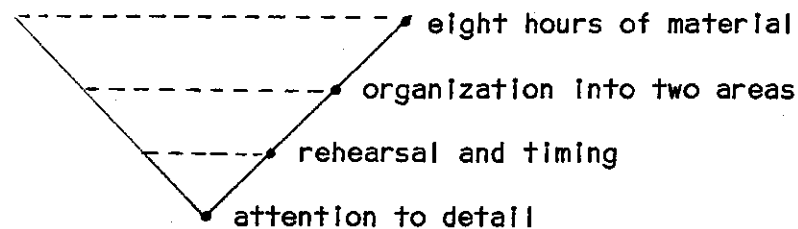
It seems that the most crucial aspect concerning both the workshop and the demonstration was the preparation. It involved the most time and was the most critical for the success of the two presentations, but the preparation for each took a different shape.

In planning the workshop, I began with one specific item, the title, and moved to the increasingly broader areas of blocking out the four sessions and gathering greater amounts of information. From that point, I became more specific again by organizing the material into four sessions and rehearsing and timing it. Finally, I became the most specific by attending to small details. This type of planning could be represented by a diamond figure that can be called a preparation model. The model appears in illustration 3.

Preparation Model



Because the demonstration followed the workshop and was based on it, preparation for the demonstration began at the most general level with eight hours of material. This had to be narrowed down and organized into two areas, questions to ask and a workshop outline. The next task was more specific, the rehearsing and timing, and finally, again, the attention to small details. This preparation has a triangular shape. Instead of a diamond shape.



I have always wondered how some people can give well organized presentations with no notes. I picture them effortlessly putting together their presentation in little time at all, while I spend hours obsessed with every small detail. What probably makes the biggest difference between us is that they possess self-confidence that I do not yet have. This must come from thorough knowledge of the topic and a great deal of experience giving presentations. With this knowledge and experience, they must mentally go through the same kinds of preparatory steps I did without having to do them all on paper, and with confidence in being able to think on their feet, they do not need detailed plans for every moment.

I do feel that in order to give a successful presentation of any sort, everyone follows the steps in the preparation model, either mentally or actively on paper. If I were asked tomorrow to give an-

other type of in-service I would still have to go through my elaborate routine, but what I have gained from my two experiences is confidence that the routine works. Perhaps some time in the future I will be able to think on my feet, as others do. Then I can reduce the amount of time my preparations take. In the mean time I will still enjoy the satisfaction that comes from giving a successful workshop or demonstration, regardless of the time it takes to prepare for it.

## Endnotes

<sup>1</sup> Dorothy Waggoner, "Public School Teachers: Teaching English as a Second Language in 1980-1981," Elementary School Interest Section Newsletter of TESOL International, ([Spring] 1983) n.p.

<sup>2</sup> John and Mary Ann Boyd, "What to Say When the Classroom Teacher Asks For Help," TESOL Convention, Houston, March 1984.

<sup>3</sup> V. Lynn Taylor, ed., Culturgrams, 1979-1980 ed. (Provo, Utah: Brigham Young Univ. Lang. and Intercultural Research Center, 1980).

Duong Thanh Binh, A Handbook for Teachers of Vietnamese Students, (Arlington, VA: Center for Applied Linguistics, 1975).

Refugee Education Guide, Teaching English to Speakers of Vietnamese, General Info. Series #23, (Wash. D.C.: Center for Applied Linguistics, 1981).

Dr. Tam Wei, Vietnamese Refugee Students, (Cambridge, Mass: National Assessment and Dissemination Center, 1980).

<sup>4</sup> "The Time I Cannot Forget" and "The Boat People," Bau Duc Chau, Director, Artists in the Schools Prog., Kaimuki High School, Honolulu. 1983.

<sup>5</sup> Albert Baugh and Thomas Cable, A History of the English Language, 3rd ed. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978).

<sup>6</sup> Victoria Fromkin and Robert Rodman, An Introduction to Language, (New York: Holt, Rinehart and Winston, 1978) p. 87.



7 Kenneth Croft, Reading on English as a Second Language, (Cambridge, Mass: Winthrop Publ., 1980). p. 86.

8 An Intro. to Language pgs. 160 and 354.

9 Elizabeth Clair Buehler and Diane Meltson, "ESL Buddies," [USA] n.p., ([before 1984]) n.p.

10 "ESL Buddies"

Appendix A Workshop Projects

Participant Information Chart

Participant's Name	First Language	Languages Studied	Countries Visited	Countries Lived In 6 Weeks or More	In what language can you now carry on a conversation with a native speaker	Grade and/or subject you are teaching
1.						
2.						
3.						
4.						
5.						
6.						

## Charts of Problems Encountered with LEP Students in Class

The following were listed by regular or content area teachers as problems they were having in dealing with LEP students in their classrooms.

Language barrier

Difficulty with English idioms

Take things literally

Not understanding directions

Do not follow directions

Following directions

Lack of materials

Books and materials too difficult

Have trouble reading

Reading levels

Homework

Seatwork

Inability to grade them

Difficult to do written work

Grading system

Test poorly

Standardized tests

Knowing native intelligence

Lack of time to work with them

Difficult to give individual help because of class size

Inability to give needed individual attention

Communication with parents

Parent conferences

Messages to home

Unable to make basic needs known

Do not speak loudly enough

Do not ask for help

Afraid to ask questions

Others laugh at their questions

Social adjustment

Inability to interact

Lack of acceptance by classmates

Don't participate in group activities

Lack of motivation, why

Don't communicate well with adults

Dealing with teachers of opposite sex

Forms of appropriate discipline

Frustration

Attitude of those who will return to native country

Must exert more effort to do average work

Cultural differences

Layout of school and time schedules

Transcript of a twelve-year-old boy's escape from Vietnam

(How old were you when you left?) 6 or 7. (Who went with you?) I went, by myself. I didn't know I have to go. I went fishing with my cousin and my brother say I have to go and I went to the other boat. And my brother asked if he could go, and the guy say no, there's too much people in the boat, 61 people in the boat and then we went. (How did you get to go on the boat?) They pay money to go. My father pay for I go. (How did you feel?) I was scared. I have to under the boat every time. The boat was tip back and forth, they scared I fall down in the water. There was a lot of shark over there. A lot of big fish. They came around the boat. And then the girl, she say she thought she will die so she want to jump in the water. She thought the boat would sink, so she want to jump. If the Viet Cong, the guy we fight with, if they capture us we have to go to jail about 5 or 6 years. The first.. second day the water calm and then..the boat was sinking because the water was so hard. And then we saw a big boat, the first one. We asked if we could go up on it. They say no and they give us food and fuel. (Where were they from?) Thailand. And then the second boat, the French, we go on. The guy burned the small boat. We can't keep them. We have a gun with us too. Then we eat then we stay here for two weeks and we go to Korea, I think. (You were all alone?) I was by myself but I know my cousin. He probably 18 or 19. Then we came to Korea. After we went to airplane, we came to Belgium. We stay for two weeks in a small house. I lived by myself, with my friend. Only for two weeks. (How old was your friend?) 15. We went and then a guy gave everybody a house to live. And then I came to a new house with my

friend of my father, and then I go to school there. I live one year in that house and then my mother, my false-mother, I was adopted, she came and she asked if she could adopt me and then I say I have to think first. And I say yes and after I went over to her house we went to vacation two week in Belgium at the beach. (Did you understand French?) There's a guy every day he come to our father's friend's house and he learn us to speak French. The old man, he didn't know how to speak any French, so every time I come over his house, I don't know how to speak Vietnamese, I forgot. I have to speak French. He don't understand what I say. (When did you come to the U.S.?) Four years ago. (What happened when you met your family?) The first time I just went out through the door and everybody call my name. I didn't understand English or Vietnamese. My father have a friend, my uncle, and then he speak French. When they say something he speak to me. (How long did it take for you to remember your Vietnamese?) About 1 or 2 months. (How's your French now?) I start forgetting a little. (Have your mother and little sister tried to escape?) Last time she got captured. My father have to pay money for her. If she don't, she go to jail. She say she have to wait for my father, he has to green card and then after she can come here. Me and him, we just went last week. We have to wait. We have to go back again. She have to go and ask the government if she could go. Then if she could go she go on boat. (How long do you think it will take?) Two or three year, maybe.

A Sample of Personal Insights into Social and Cultural Factors  
by Workshop Participants

- Through our discussion I am more aware of the ESL student's struggle to survive in a new culture and the feeling of isolation. It has made me more aware how strongly a culture affects people.
- I have begun to feel how unaware I am of how different other cultures are and how you expect someone to adapt too easily to your ways.
- I am more keenly aware and will try to be more aware in the future of differences in culture (gestures, passiveness, etc.). I am learning something about myself in terms of "Oriental" background.
- If a student is quiet or talks softly, I now understand this and shall encourage, cajole, etc. the student to participate! Not get frustrated, mad, etc.
- I gained understanding of feelings parents may have as children come home with different values.
- Teachers should be told they have ESOL students so they can be helped. We need a list from guidance.

## Linguistic Exercises

Thai	n̄aa (low)	a nickname
	nāā (mid)	rice paddy
	naa (high)	younger maternal aunt or uncle
	n̂aa (falling)	face
	ñaa (rising)	thick

### 1. Give the meaning of the Ewe morphemes

uwa ye xa amu	The chief looked at the child.
uwa ye xa ufi	The chief looked at a tree.
uwa xa ina ye	A chief looked at the picture.
amu xa ina	A child looked at a picture.
amu ye vo ele ye	The child wanted the chair.
ika vo ina ye	A woman wanted the picture.

uwa =

ina =

ye =

vo =

xa =

ele =

amu =

ika =

ufi =

### 2. What would the speakers of this language have to learn about the rules of English compared to their language?



3. What would this Japanese speaker have to learn about English?

watashi go sakana o tabete iru  
I subj. fish obj. eat am  
marker marker

I am eating fish.

4. From these two samples of Korean, what would the speakers of that language have to know about English grammar?

ki sonyon-nin wiyu- il masi- ass- ta  
the boy subj. milk obj. drink past assertion  
marker marker

The boy drank milk.

ki- nin mus- il mak- ass- nya  
he subj. what obj. eat past question  
marker marker

What did he drink?

5. This one Vietnamese sentence can mean the following. What would a Vietnamese speaker have to learn about the rules of English compared to their language?

Toi mua ao len va klem mua glay bot

I buy sweater and look-for buy boot

I am buying a sweater and looking for some boots.

I bought a sweater and looked for some boots.

I'll buy a sweater and look for some boots.

## Charts of Suggested Uses for Peer Tutors

### Suggestions involving using equipment and materials:

flashcards	computer
tape recorder	picture cards
Tutogram	Individual viewers
Voxcom	

### Suggestions for assistance:

translate	provide copies of notes
share books	edit their papers
read orally to them	check their notes
listen to them read	review their notes before tests
help match pictures to words	interpret formulas
give dictations	demonstrate methods
help with written work	help communicate instructions
escort outside the class	assist/reinforce in procedures and techniques
monitor their progress	test on verbal commands
help with homework	lunch and activity buddy
help with pronunciation	buddy system
exchange words in both languages	encourage them

Appendix B

Evaluation Questionnaire With Responses

1. Did the title and announcement flier provide adequate and accurate information as to what would be presented? Do you have any suggestions?

11 - yes

1 - O.K.

1 - Explanation of credits not clear, but title was accurate.

2. Comment on the presentation: clearness, organization, pacing, mixed activities (projects, films, tapes, discussion, and lecture)

All phases of the presentation were excellent.

I feel information was presented in an interesting format. I liked how different media were used, making group charts was a good idea.

Well organized, well rehearsed. I felt group's projects slowed us down, so much material, so little time. (Although project on translating languages was very interesting.)

Good, good variety. The film you chose for us was excellent, very enlightening.

Everything was well organized and thought out well.

All information was clearly presented, the pace was comfortable. The film on the boat people was excellent, this is a must.

Very thoughtfully presented.

The presentation was fine, clear, organized and a nice mixture of activities.

All of the above were to the point and very interesting, you really know your stuff!

Very good, activities were mixed and students took part in them.

Presentation clear and well organized, evidence of much preparation as well as high interest in reaching ESOL students and teachers. Involvement of class making charts, sharing concerns and experiences, variety of activities made the class interesting.

Don't need notebooks. How about an ESL student to take and answer questions?

3. Comment on the content, whether it was old or new or helpful to you.

Extremely helpful. I had little background in this area, found new information most helpful.

Most material new to me. Cultural section very helpful.

Material was both new and helpful.

Most of the information was new and was very interesting and helpful. I especially enjoyed learning about customs of different countries.

Some information was old, but much of it surprised me; I believe I have a better insight.

Course content was new and helpful.

Some suggestions I have been using. Many were new, most helpful.

The material was most helpful.

Having dealt with many Korean children, I have been exposed to some of their way of life. I did, though, learn much about the other ESOL students in Nutley.

I learned a bit.

Most of content was new to me and helpful in understanding ESOL children in my class.

4. A highlight.

Filmstrip by Vietnamese girl, interview with Vietnamese boy.

I found the children's films very moving, offered great insight into what some have been through.

The film and exchange of cultural background gave me a new appreciation for the problems my students encounter and an insight into how I might be adding to their problems!

The videotape was extremely interesting. It really gave me insight into the struggles these children are experiencing.

The teacher's approach, you demonstrate sincerity and compassion for the ESOL students.

The animated film.

Thinking and focusing on the particular problems of ESL students, becoming aware of them.

The knowledge you had about the problems and your experiences with ESOL students, along with hints and tips for us to try.

Personal story of girl and boat people, boy coming to U.S.

Videotape! More like a "lowlight."

The cultural differences.

Discussion of customs of various people and linguistics.

5. Suggestions for improvement (addition, subtraction) if it were presented again.

More breakdown for elementary needs vs. high school/middle school needs. Mrs. Gerba should be commended on her preparedness and knowledge on subject matter.

Would like more information on order in which language is learned, special problems in pronunciation.

I would have enjoyed some time for sharing ways in which people attacked and solved the on-going problems of new ESL students in the regular classroom.

It may be helpful to see and have demonstrated some aides or materials that are used with ESL students, texts you use, Voxcom machine, pictorial aides.

Case study, without name, of a student in the system. As a project, let class decide how to work with the student.

Slides or video of ESL classroom setting, of other countries.  
More humor!

I think it was just perfect, your information and experiences given to us, combined with our input from our experiences made the course a pleasant experience.

More detail on specific areas: i.e., how to deal with some of the personal problems a teacher has with his/her own students.

None, I was quite happy with all information.

I would like to have us act out a particular scene.

Follow-up Evaluation Questionnaire distributed one year after the in-service.

1. Have you had an ESL student in the time since the in-service?

6 - No (All indicated that if they were to have one they would still benefit from the in-service).

8 - Yes (All but one had made use of information presented at the in-service).

2. What was useful or worked?

Awareness of need to be sure children understood vocabulary we take for granted, explaining with many examples and visual/tactile experiences.

Learning social/cultural aspects provided insight and understanding of needs of ESL students.

I was able to work effectively with consonant and vowel rules with one of my Vietnamese students.

Use of pictures, body language, understanding Vietnamese culture, teaching techniques, patience and desire to help.

Linguistic skills, working with peer partner for help.

General understanding of background.

3. Was there anything that wasn't presented that could have helped you?

6 - No

1 - Seeing types of supplemental material available for ESL class.

4. Was there ever an occasion since the In-service that you found you shared something from the In-service with a colleague who did not attend?

3 - Yes

Appendix C

TESOL Demonstration Handout Including Nutley Handbook

TESOL

Anaheim, California

March 4, 1986

Demonstration:

Content Area Teachers With ESL Students

A Workshop Design

Janet Gerba

Nutley Public Schools

Nutley, N.J.

MAT Candidate

School for International Training

Brattleboro, Vermont



PREPARATION: QUESTIONS TO CONSIDER

1. What is the purpose of a workshop, why is it necessary?
2. What are the faculty/administration reactions to ESL students, to the ESL program and teachers and to English only in America?
3. Would a workshop or a presentation be a better format? What do I want to accomplish? Is time a consideration in deciding on a format? Is participant attitude a factor in the decision of format?
4. Where do I get information, materials?
5. What is involved in putting it together? (Sequence, timing, notecards, check list, run-through, etc.)
6. What part will on-going feedback play? What kind of final evaluation will be most informative?
7. How is the postmortem conducted?
8. Would a handbook developed from the results of a workshop be helpful to the school district, or make my life easier, or benefit the ESL students?

Participant's Name	First Language	Languages Studies	Countries Visited	Countries Lived In 6 Weeks or More	In what language can you now carry on a conversation with a native speaker	Grade and/or subject you are teaching
1.						
2.						
3.						
4.						
5.						
6.						

## Presentation Outline of a Four-Session (8 Hr.) In-Service Workshop

### I. First Session

#### A. Intro

1. Session outline on the board
2. Explanation of procedure, format
3. Common starting point--participant survey (see Appendix A)

#### B. Presentation

1. Facts and figures: USA

Ellis Island--symbol of Immigration, 1892-1954. Seventy percent of present population of U.S. has derived from the 30 million processed there. U.S. has history of being unkind to its newest immigrants, especially if the group is large, physically identifiable. (example)

2. State facts and figures regarding language groups
3. Local historical facts and figures regarding language groups.
4. ESL today

- a. Why have ESL programs

In our history there have been larger immigrant waves with greater impact than now. Bootstraps theory. We have developed methods in education that facilitate the acquisition. Progress -- just as we don't deny penicillin to our children because our grandparents made it without it, we don't deny educational advances. Besides, there were failures in the past. Failure was the rule not the excep-

tion. Example: At the turn of the century there was a 45% dropout rate in Philadelphia. If you failed, you could sell your back. In today's society we can't afford the dropouts; there are few menial jobs left in America.

c. How ESL is taught differently than foreign language and regular English.

d. Terms students: LEP, bilingual

Language: L<sub>1</sub> L<sub>2</sub>

teachers and organizations: TESOL TESL

classes: ESL ESOL EFL ESP EST sheltered  
English VESL

test: TOEFL

e. Breakdown of local figures today

5. Participants' Project: Problems created for participants

a. Divide participants into groups according to grades or subjects taught

b. List problems for both themselves and for the ESL students

6. "Homework" Talk to ESL students asking the differences they found in education when they came here.

## II. Second Session

- A. Unfinished business from previous session and outline of this session's schedule. Discuss participants' survey from asking for insights from those with other L<sub>1</sub> or from those who lived in other countries.
- B. Intro to Social and Cultural Factors - They can often cause more problems than lack of language. What is your identity but your name, language, accomplishments, behavior, values, standards all prescribed by your culture. Culture defines who you are. What happens when you move? Your values and standards are often different, your behavior can be inappropriate, you have no language with which to discuss your accomplishments and no one can pronounce your name so that's often traded in for a new one. The power of society and culture and their relationship to language is immense. Some societies have tried to obliterate others by making their language illegal, hoping that without the language the culture cannot be passed on. Wars have been fought over what boiled down to be whose language would be imposed on another. The language of your culture is an emotional and patriotic issue. Many people consider it un-American not to speak English.
- C. Share conversations with ESL students (homework)
- D. Participants' Project - Using the lists of problems from last session classify them into 3 causes Social/Cultural, Language or Teaching Problems. Follow with brief discussion.

- E. Participants' Project - Distribute short readings about the countries of their students. Search for new/unusual information to share.
- F. Sharing and commenting on the gleanings from the readings
- G. Add information not covered by readings
- H. Discuss again the classification of classroom problems in light of the new information.
- I. Video of Vietnamese student's escape
- J. Audiotape with transcript of 12-year-old boy's escape
- K. Wrap-up
  - 1. The task of ESL students is to handle the culture clash with the home. They have to be two people; this is especially hard for the young ones to understand what is happening, to accept it and balance their lives.
  - 2. They have to do what most of us will never have to do, speak one language at home and another one at work.
  - 3. At the same time as all this, they must go through the difficulties of growing up with the additional burdens of little or no support of friends, social life, achievements in or out of class, and with lack of understanding of their situation by some of their teachers who lack similar life experience or lack conscientiousness raising such as you have.
  - 4. Participants: Ask those who have lived in other countries for any additional insights. Ask for participants to write on what social/cultural insight most affected them.

### III. Third Session

- A. History of English Language, fixed spelling before the vowel shift
- B. What makes learning another language so difficult? (not vocabulary, that's the easiest part.)
  1. Sound system
    - a. Some sounds in English not in their language (compare amount of sounds with letters to express)
    - b. They pattern differently (-ng)
    - c. Syllabic stress, time stress, intonation, tone languages (/na/nickname, rice paddy, aunt/uncle, face thick)
  2. Structure system - what new structure involves, types of errors, concept of interlanguage
    - a. Participants' Project - Take glosses of other languages and decide what that speaker will have to know about English that's different from his language.
    - b. Give participants the linguistic descriptions of their ESL students' languages.
    - c. Summary - Explain the price to pay for basic simplicity (no case endings, no m/f, few inflections) of English: fixed word order and placement, more idiomatic, two word verbs.
- C. Homework: bring a textbook from your class next time.

#### IV. Fourth Session

- A. Introduction - It may be a year before a new non-English speaking student can participate meaningfully, and in a limited way in the regular classroom and five to seven years for advanced to native level competency. The teacher can't wait to begin teaching content until language is mastered. The student is entitled to a full day of teaching just as the others are, from the day he/she arrives. Teachers must teach all the students assigned to them, take them from where they are when they arrive to a place beyond that. Even though an ESL student is a burden, a problem of time, materials, planning, working with one and seeing growth that can be made can be one of the most worthwhile and personally rewarding experiences in teaching.
- B. Participants' Project - List as many oral directions that you give in class as you can think of. State them as quotes of what you say. When finished, underline those that can easily be demonstrated, star the ones that need direct teaching and could be done in ESL class. Next determine the percent of those that need to be taught.
- C. Participants' Project - List the names of all the teaching and administrative items in your classroom that the students must know the names of. Underline and star as above.
- D. Participants' Project - List as many ways as possible that your other students could help with an ESL student. Put on charts. Discuss charts.



- E. Discuss "ESL Buddies." Read. Mention need to set rules for those who are helping and for those who speak the same language as the ESL student. Discuss what benefits students would get from helping an ESL student.
- F. Participants' Project - Using the text from your class, select a chapter and list one or a few key concepts that this chapter presents. Write them as statements. Next, take a sentence from that chapter, one that contains vital information and reduce it to the simplest terms, form, a simple sentence with subject and verb phrase, no clauses or subordination and in the present future or simple past tense. Share the purpose and difficulty of the task. Consider that ESL students be responsible for key concepts and less detail than others until their English is more proficient.
- G. Read from prepared material about suggestions for class management of ESL students.
- H. Participants' Project - Generate creative alternatives to evaluate and grade their classwork, written work, tests. Be daring, revolutionary and fair. Discuss what is fair and its relative aspect. We hear that giving them a high grade is not fair to the other students. The ESL student is doing more than what the others are asked to do. He/she is responsible for learning the content of the course and doing it in another language.
- I. Wrap-up - Including comment on dittos that can't be read by non-native readers. For native readers they can operate like a cloze test but for ESL students they are impossible.

J. Distribute the course evaluation form.

# Teachers Handbook



Dealing  
With ESL  
Students

This handbook is the culmination  
of an in-service workshop in Nutley.  
The following, who were in  
attendance, contributed to its contents.

Pete Biglin  
Ann Cosentino  
Pat Fischer  
Mary Flannery  
Linda Gilroy  
Nicoletta Graziano  
Hillary Hill  
Judy Hubert  
Miriam Kirsten  
Adele Koci  
Mari Konn  
Maureen McCarthey

Yvonne Migliaccio  
Dee Nahirny  
Carl Ohlson  
Kei Otaka  
Sue Rooney  
Kathy Ruffo  
Bernadette Santoriello  
Gilda Schwartz  
Liz Stolfi  
Vincent Turturiello  
Carol Van Wagenen  
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Frank Zintl

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January 1985

Cover by Hillary Hill

## GENERAL INFORMATION

### FIGURES

There are 125,000 students in New Jersey who do not speak English at home. Of those, 36,000 have been placed in English-as-a-second language (ESL) classes, based on the scores of tests required by the state. Nutley has 315 students who do not speak English at home and 50 in ESL classes.

### LANGUAGES IN NUTLEY

The 1984 fall survey required by the state listed 29 languages being spoken in Nutley. Beginning with the largest, the top ten are Italian, Spanish, Mandarin, combined Indian languages, Vietnamese, Korean, combined Middle-Eastern languages, Greek, Cantonese and Portuguese.

### TERMS

For the course

ESL - English as a Second Language

ESOL - English for Speakers of Other Languages

For the student

LEP - Limited English Proficient, the term used by the state for tests.

For the tests

LAB - Language Assessment Battery required by the state for placement and exit from the ESL program.

Maculitis - The newly adopted test for fluency required in the SRA for graduation.

TOEFL - Test of English as A Foreign Language, required by colleges in addition to the SAT.

For the organization

TESOL - Teachers of English to Speakers of Other Languages, the largest international professional organization.

### TIMES

Experts say that it takes about a year before a new non-English speaking student can acquire enough language to participate in a limited way in the classroom. It might take less time for a younger student and more for an older one. It takes about three or four years for a

student to acquire enough skills to exit from the ESL program. Even after exiting ESOL, a student will still have some difficulty with the language required in many courses and will have the most difficulty with written work. The state has placed a four-year limit on the student's opportunity to attain excellence in English. Students arriving before 9th grade must pass the graduation test that native speakers must pass. If they arrive in 9th grade or later, they must pass an English fluency test if they do not pass the graduation test.

#### LANGUAGE, CULTURE, AND IDENTITY

Each individual's identity consists of his/her name, language, accomplishments, behavior, values and standards. All of these have been prescribed by one's culture. When one moves, his/her standards, values, and behavior may no longer be appropriate. Accomplishments usually cannot be explained or demonstrated; they mean little in the new culture and they often cannot be continued because of the language handicap. Linguistically, the non-English speaking student returns to an infant state in the new language. Even his/her name may be unsuitable. The student may give it up altogether and take an American name. This loss of identity is a real problem for many immigrant children. Adjustment to American culture brings its own problems, too. As a student attempts to adjust to American culture and tries to adopt those behaviors that our society and educational system values and expects, conflicts with the culture of the home can arise. The student may not have the maturity to understand this culture clash, to accept it and to be able to juggle the two people he/she has to be. To complicate matters further, the student goes through the "growing-up" process with fewer supports than the American students, fewer friends and activities in which to excel, less social life, and less ability to utilize the support services of the school because of language limitations.

#### LINGUISTIC FACTORS

The sound system-English has approximately 44 sounds and only 26 letters with which to express them. Some languages have as few as 16 sounds, so our ESL students are learning to make sounds that do not exist for them. English sounds pattern differently also. /S/ can be at the beginning of a word, between sounds and at the end of a word, but /ng/ can only be between sounds and at the end. Vietnamese speakers can have /ng/ at the beginning but do not have a final /s/. In fact, Vietnamese and Chinese have few word final consonants, so the final -s and -ed in English are omitted when they speak and write.

Many of our students speak tone languages where a sound like /na/ can mean five different things depending on whether the voice goes up, down, is high, low, or dips down then up. In addition, in many Oriental languages, words are only one or two syllables long.

The grammar-Articles "a/an" and "the", singular and plural, and verb tenses do not exist in many of our students' languages. Some, like Korean, have SOV word order unlike the English SVO word order. As English sentences become more complex with phrases, clauses, and conjunctions, the difficulties compound. ESL students can often converse very adequately on a social level but have no knowledge of the specialized vocabularies and the sentence structures commonly found in subject areas. When a concept or a subject area is new to a student he/she gains little by using the native language dictionary because the concept is unknown in the native language as well.

### TEACHING TECHNIQUES

Through the combined efforts of the teachers attending the In-service and from recent publications, the following techniques are suggested for dealing with ESL students in the regular and content area classes.

1. Seat ESL students in the front where you can see what they are doing, if they're in the right book, and on the right page, etc.
2. If they are seated next to a student who speaks their language, set the rules for when and how much to translate. Try in English first, allowing translation only when all other means of getting a message across fail.
3. Try forms of peer tutoring, requesting volunteers or assigning them. These suggestions are divided into elementary and upper grades.

Elementary peer tutors can: drill with flash cards  
read to them  
listen to them read  
record stories for them to listen to  
at school or at home  
help them match pictures and words  
use the Voxcom  
Dictate words or sentences for them  
to write  
show them directions  
pantomime stories, and  
be a conversational companion at  
lunch and during free time.

Upper grade peer tutors can: demonstrate equipment  
share numerical calculations in lab  
check the ESL students' notes for  
missing important information  
share notes  
make vocabulary lists for them to  
study  
read aloud to them  
act out scenes from literature, and  
edit ESL students' papers with them.

4. Write key words or brief outlines of the class discussion and homework assignments on the board. English-speaking family members at home say they often cannot help the ESL students who cannot understand verbal directions. If the students can at least bring home some written directions, they would know what to do to help. ESL students are told to write down everything the teacher puts on the board, even if they do not know what it means and bring it to ESL class if someone at home cannot help.
5. Be aware that some oral class directions can easily be physically demonstrated:  
Open your books to page \_\_, turn your paper over, put your folders away, fold your paper in half.  
But some directions will take more explanation:  
Outline chapter \_\_, write a summary of \_\_, proofread your papers, write a complete heading at the top.
6. Similarly, the function of some of your classroom objects is known, all that is needed is the English word: crayons, stapler, scissors, tacks, clock, tape.  
Some objects you use may require explanations: folders, protractors, teaching games, headsets, flannel boards.
7. Consider alternate means of assessing and testing. For example:  
Allow the use of native language/English dictionaries during tests  
Allow extra time to complete them  
Send the tests to ESOL class for additional explanation, translation into easier English, or completion.  
Affirmatively worded multiple choice tests are easier for them to handle than essay questions or even fill in the blanks. Grade on content of answers without deductions for grammar or spelling, but then require that they correct those items after the test is returned.
8. Many students spend hours translating reading assignments word by word. Consider permitting the use of books with easier English. The ESOL teacher has many science, social studies, and health tests written for ESL students.
9. Require the cooperation and consideration of the others in the class. ESL students say they are afraid to speak in class because other students laugh at them.
10. In many cultures it is disrespectful for students to ask questions or say they do not understand. ESL students may also not ask questions because they lack the skill to word them and are afraid of being embarrassed. Some cultures answer questions with "yes" to acknowledge that you asked a question and they heard you. If you really want to know if ESL students understand, ask them to repeat what they heard. Yes/no questions are seldom productive if you want to know what ESL students understand.



11. An ESL student is required to do double the task an American student is required to do . . . learn the content of a course and do it in a foreign language. This might be something to consider in establishing an evaluation policy that is fair to both the ESL students and the others in the class.

#### CONCLUSION

Most of the ESL students in Nutley come from cultures that place a high value on education. Most students are highly motivated, with outstanding records of achievement in their countries. They have excellent attendance records in Nutley. ESL students can be a problem for teachers, however. They can cause problems of time, materials, and planning, but working with them and seeing the growth that can be made in a year can be one of the most worthwhile and personally rewarding experiences in teaching.

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