

A BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE
INSERVICE TRAINING PROGRAM FOR WESTVIEW HIGH SCHOOL

by
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ABSTRACT

The purpose of this study was to develop an inservice training program for teachers at Westview High School who are not certified in bilingual education or English as a Second Language, which will introduce them to bilingual education and English as a Second Language concepts. Books and journal articles used during the literature review process and an oral survey helped determine which information would be included in the inservice training program.

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CHAPTER 1

THE PROBLEM

Introduction

Westview High School has approximately 80 students enrolled in its bilingual education program. While in the program, students take (1) Native Language (Spanish) courses which include World History and Health/Physical Education, (2) English as a Second Language courses, and (3) Sheltered English courses including Freshman English and U.S. History. After one year in the program, students can usually enroll in mainstream courses in addition to their bilingual education program courses. Mainstream courses are those classes in which non-Limited English Proficient students are enrolled.

It can take as long as ten years for someone to learn a new language (Collier 1995). Limited English Proficient (LEP) students often find themselves in classes where teachers are not adequately trained to meet those students' educational needs. Their enrollment

in mainstream classes presents both the teachers and the students with a tremendous challenge.

Currently only two of Westview's one hundred ten teachers are fully certified in bilingual education or English as a Second Language, while another four have taken some courses towards an endorsement. These low amounts are similar to Arizona and California statistics that will be discussed later in this research project. Therefore, it is necessary to offer an inservice training program to those teachers who are not certified so that they can better serve the special academic needs of Limited English Proficient students.

Development of the Problem

A free public education in the United States was made available to all children by the mid-1800's. However, African-American and Native-American parents, were excluded from participating in the decisions that affected the education of their children. This reason, along with others, such as religious, cultural, and linguistic obstacles, prompted such groups as Catholics and

African-Americans to create their own private educational systems. Other groups, however, opted to change public schools through the legal system (Ovando and Collier 1985).

The court cases described below, along with community pressure, are among the causes for the improvements in the education Limited English Proficient children receive in the United States.

The 1974 United States Supreme Court decision, Lau v. Nichols, provides for linguistic equality in public schools. This decision states that the communicative competence of Limited English Proficient students had to be considered in the design and implementation of the curriculum in order to protect the civil rights of these children. This Supreme Court decision, "remains the most significant victory for parents who want their children to retain their primary language and culture while adapting to American linguistic, academic, and cultural norms" (Ovando and Collier 1985, 272).

There were two other cases in 1974, Serna v. Portales Municipal Schools (New Mexico) and Aspira of New York v. Board of

Education of the City of New York, that also benefitted LEP children.

These court decisions rejected school-designed programs and replaced them with community-designed programs that dealt with the educational needs of Hispanic children (Ovando and Collier 1985). These communities were allowed to participate in formulating curricula that they believed were beneficial to the students.

In Cintrón v. Brentwood Union Free School District Board of Education (1978), a New York school district was ordered to keep certified bilingual teachers with less seniority on staff because they would have been replaced by teachers who were not trained in bilingual methodology (Ovando and Collier 1985). Trained bilingual teachers were considered to be an integral part of a quality program, therefore, it was necessary to retain them over less qualified teachers.

Community pressure was responsible for these court cases that affected public schools. R. Gamboa of Eastern Michigan University stated "at the same time that the public at large is putting pressure on government (including the courts) to get out, the

minority community continues to rely on the courts to retain jurisdiction so that school authorities remain accountable" (cited in Ovando and Collier 1985, 274).

Today, rapidly changing demographics in the United States have had a dramatic impact on schools. "By the middle of the next century, no ethnic or racial group will constitute a majority" (Roberts 1993, 246). The number of Hispanics will surpass the number of African-Americans within the next twenty years (about 2010) to make Hispanics the largest minority group in the U.S. (Roberts 1993). Minorities that speak a language other than English are younger than other Americans; therefore their impact on schools will be felt sooner (Crawford 1991, 14).

The Los Angeles Unified School District has had great pressure placed on it because of its changing demographics since the mid-1970s. Vietnamese, Taiwanese, Koreans, Filipinos, Iranians, Afghans, Mexicans and Salvadorans have moved to California. Compare the changes in California's population from 1970 and 1985.

	White	Hispanic	Black	Asian
1970	78%	12%	7%	3%
1985	63%	21%	8%	8%

This change in demographics, especially with the language minority groups, has caused the number of LEP students in grades Kindergarten through 12 to rise dramatically. The number rose from 233,000 to 613,000 in the ten year span of 1977 to 1987 (Crawford 1991).

This enormous growth in the number of LEP students has forced schools and states to develop methods and programs to serve them. A significant issue is, however, that there are not enough adequately trained teachers, in Arizona or at Westview High School, to serve these students adequately. Teachers certified in bilingual education and English as a Second Language are one of the most important resources for these programs.

Need for the Study

Many states, including Arizona, require that teachers of LEP students be certified in bilingual education or English as a Second Language. The Arizona Department of Education requires a 21-hour endorsement program beyond a regular teacher education program.

Approximately 21 percent of the total number of students in Arizona reported that they spoke a language other than English, and 13 percent of the total number of students were reported to be Limited English Proficient during the 1993-1994 school year. However, only about 9 percent of all teachers in Arizona are fully or provisionally endorsed in bilingual education or English as a Second Language (Arizona Statistical Abstract 1993 and Sosa 1996).

California, like many other states including Arizona, has had difficulty recruiting certified bilingual teachers. In fact, this shortage of teachers is expected to worsen by the beginning of the next century (Crawford 1991). This lack of qualified bilingual and ESL teachers can be partially resolved by providing teachers with alternatives such as the inservice training program presented in Appendix A.

As part of their training, bilingual and ESL trained teachers are usually required to enroll in multicultural classes. Teachers who validate a child's first language and culture help to improve the child's self-esteem which aids in the acquisition of a new language (Crawford 1991). Children with low self-esteem, especially LEP students, are very likely to drop out of school before graduating (Weiss and Petrie 1989). Teachers who can build self-esteem in these at-risk students may help these students stay in school. This confirms the need for a discussion of cultural differences in this inservice training program however limited it may be.

Purpose of the Study

The purpose of the study was to develop an inservice for teachers at Westview High School who are not certified in bilingual education or English as a Second Language, which will introduce them to bilingual education and English as a Second Language concepts. This introduction provides teachers with ideas that can be readily used in the classroom.

Research Question

What is the content of an inservice training program for teachers who are not certified in Bilingual Education or English as a Second Language?

CHAPTER 2

LITERATURE REVIEW

Introduction

This unit will focus on the teaching methods and the learning strategies used in second language acquisition which may help

Limited English Proficient students be successful in school.

Teaching methods are the actions used by teachers to ensure that a student acquires a second language (L2). Learning strategies "are specific actions or techniques that students use, often intentionally, to improve their progress in developing L2 skills" (Green and Oxford 1995, 262). These methods and strategies will be presented in the inservice.

Background Information

An important issue that frequently arises among second language teachers is whether or not to teach the grammar of the target language. Krashen (as cited in Richards and Rodges 1988 and Ovando and Collier 1985) believes that grammar is of minimal

benefit because it is impossible to convert conscious learning into subconscious acquisition or subconscious learning.

Others have disagreed with this theory, however. In B. Harley's The Development of Second Language Proficiency, McLaughlin, Rossman, and McLeod argue that controlled processes (conscious learning) may precede the development of automatic processes (subconscious acquisition). If the second theory is accurate and there are some benefits to teaching grammar, then there is no reason to exclude it from the L2 classroom, as long as it is appropriate to the communicative goals and the age level of the students (Harley et al, eds. 1990).

As a result of this information, the inservice training program will explain these two major philosophical camps concerning grammar. This information will be valuable to the teachers at Westview High School because writing across the curriculum is a major component of the school's overall goals to improve each student's writing skills.

Teaching Methods

What are some methods used to teach language? There are a wide variety of methods available. First of all, David Lazear's Seven Ways of Knowing: Teaching for Multiple Intelligences presents the seven intelligences students can use to learn. Although it is not centered on language learning, these seven methods can easily be adapted to language learning. Intelligence "is a multiple phenomenon that occurs in many different parts of the brain/mind/body system" (Lazear 1991, 189).

The first intelligence discussed is called the Verbal/Linguistic Intelligence. Within this intelligence one finds four related processes that aid learning. They include semantics (studying the meanings of words), syntax (knowing the order of words in speech or in writing), phonics (knowing the sounds and rhythms of words), and praxis (understanding the different uses of words, i.e., different parts of speech) (Lazear 1991). A Verbal/Linguistic learner, for example, enjoys reading, writing, and telling stories.

The second intelligence is called the Logical/Mathematical Intelligence. Within this intelligence "the mind operates through various cognitive patterns which can be improved, amplified, and changed through the explicit teaching of thinking skills and cognitive processes" (Lazear 1991, 191). Transferring learning into real life can be accelerated through metacognition and metacognitive processing (analysis of one's thinking). This type of learner learns best by categorizing, classifying and reasoning.

The third intelligence is called the Visual/Spatial Intelligence. The brain thinks in images. According to Harmon, whatever the mind vividly and energetically imagines or visualizes is believed to be true by the brain (Lazear 1991). The Visual/Spatial learner is artistic and able to visualize ideas.

The fourth intelligence, called the Body/Kinesthetic Intelligence, focuses one's attention on the expansion of learning and awareness through the body. The connection between the mind and body is a valid way of learning as well as teaching content-based information. An exercise, similar to charades, called "Kinesthetic

Vocabulary" is a lesson that uses body language to learn vocabulary words (Lazear 1991).

The fifth intelligence, called the Musical/Rhythmic Intelligence, uses music in learning situations to improve memory, to increase perception and to enhance other types of learning (Lazear 1991). This learner might learn by creating a melody for certain concepts that must be learned.

The sixth intelligence, called Interpersonal Intelligence, is activated when people work in groups. Self-esteem, motivation and enjoyment of the task are increased. As with all of the other intelligences, this skill can be learned at any age level (Lazear 1991). Working well in groups is an example of this intelligence.

The seventh intelligence is called the Intrapersonal Intelligence. Here the mind can improve the quality of thinking through metacognition and complex thinking skills (Lazear 1991). This type of learner learns best when he is working alone on an individualized task.

There are other methods that can be used to increase second language acquisition. Prior knowledge is of utmost importance to

second language learners. Some methods that are useful include brainstorming, which is a way to elicit the student's knowledge about a particular topic, and an anticipation-reaction guide, which is an activity where students are given statements or questions about a topic to respond to before reading ever takes place (Beyer n.d.).

Cooperative learning allows students to work together in structured groups so that a task is accomplished. LEP students benefit from this greatly since they are required to use their new language. Jigsaws, where each member of a group becomes an expert and shares his expertise with the remainder of the group, and reciprocal teaching, which consists of a four-part reading activity, are examples of cooperative learning (Beyer n.d.).

Graphic organizing is a method that uses visual formats to record and organize information to make it easier to learn. Examples include graphs, grids, Venn diagrams and outlines (Beyer n.d.).

Thematic instruction is also a valuable tool to use with LEP students. Content areas (literature/history) and language can be developed through the use of themes. For example, teachers from

world literature, world history and English as a Second Language courses can all agree to teach around the theme of the Renaissance. The literature teacher might present Don Quixote de la Mancha, the history teacher can present facts about the art, architecture and lifestyle of that time period and the ESL teacher can introduce new vocabulary words and have students write sentences to be used in the other classes.

The use of thematic units provides a learning environment for acquiring a language that is real and purposeful (Richard-Amato and Snow 1992). In other words, language should be taught in context. Thematic units also allow students to take ownership of their learning. They also facilitate responsible learning. Students are encouraged to ask questions and think about what has been learned.

Learning Strategies

Students need to be responsible for their own academic success. Many researchers have concluded that there are a variety of strategies that good language learners use in order to learn. They include practicing, guessing, making a conscious effort to learn the

target language and monitoring one's speech patterns (Green and Oxford 1995).

Another characteristic of good language learners is that they "are aware of the strategies they use and why they use them" (Green and Oxford 1995, 262). They can also adjust these strategies to fit their linguistic needs. On the other hand, students who are not so successful are aware of the strategies available but do not know when, how or why to use them (Green and Oxford 1995).

In addition, there are various factors that influence proficiency in a second language. "Gardner and MacIntyre found that characteristics of the language learner, situational variables, and types of learning strategies interact in a complicated way to influence proficiency in a second language" (Green and Oxford 1995, 263). Such variables included gender, ethnicity and effective learning strategies (emotional or motivation-related). These strategies include aptitude, attitude, motivation, previous success, anxiety, and self-confidence. However, in order to use these, students must be "aware of the strategy, must have a reason to use

it, and must not have a reason not to use it" (Green and Oxford 1995, 263).

Language learning strategies allow students to be responsible for their own learning. These strategies can be taught. Teachers must include the teaching of these strategies in their daily lesson plans. The student must have ample time to practice these strategies and frequent opportunities for practice. Furthermore, they should be integrated into the curriculum so that students learn to transfer these strategies into other situations (Green and Oxford 1995).

Summary

There are many effective methods and strategies available for teachers and students to use in a second language setting. Teachers should be open to using as many methods as possible since a student can be any type of learner. Students, too, should be open to learning the use of different strategies. Therefore, once they find those with which they are the most comfortable, they should use those consistently in order to improve their learning skills.

It is important to understand that these students face many obstacles that prevent them from acquiring their new language. These obstacles, such as anxiety and low self-confidence, also will be discussed at the inservice training program.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to develop an inservice for teachers at Westview High School who are not certified in bilingual education or English as a Second Language, which will introduce them to bilingual education and English as a Second Language concepts. The research questions was, what is the content of an inservice training program for teachers who are not certified in bilingual education or English as a Second Language?

Research Design

The research design used in this study is called descriptive research. Merriam and Simpson define it as "(1) collection of facts that describe existing phenomena; (2) identification of problems or justification of current conditions and practice" (1995, 61). This design is best suited for the type of information in this study because the researcher identified a problem in her school and

gathered facts on bilingual education and English as a Second Language concepts in order to attempt to resolve the problem.

Source of Data

The data used in the prepared in-service will come from journal articles, books, and interviews. Five teachers certified in Bilingual education or English as a Second Language were interviewed for this study.

Assumptions and Limitations

The researcher assumed that materials and information used during the research process were based on honest research and any limitations were based on the information found. The researcher also assumed that the answers to the oral interview were honest.

Instrumentation

Five teachers certified in Bilingual education or English as a Second Language were given the following oral survey:

1. Which three researchers' works should be included in an introductory two-hour inservice for teachers who know nothing or very little about second language acquisition?
2. Which of the following skills should teachers modify the most to help LEP students: speaking, listening, reading, writing?
3. Which laws should be discussed?
4. What are the names of the three best articles or books you have read on the topics of bilingual education or English as a Second Language?
5. Which teaching method do you use the most in your classroom?

Procedure

The researcher searched through books and articles and used the survey included here to determine which second language acquisition theories should be included in the inservice. The works of the major researchers in the field, such as Stephen Krashen, James Cummins, and Virginia Collier, were selected.

The respondents to the oral interview were bilingual education or English as a Second Language teachers working in the researcher's

school or other bilingual or ESL teachers in the Master of Arts in Education degree program at Ottawa University.

Method of Analysis

At the conclusion of the oral interviews, the researcher tallied the results and chose to include some of the more frequent responses to the questions in the inservice training program. The research helped determine the information which was included in the inservice.

Some additional material, pertinent to the inservice, found after the survey was included in the inservice program. It was the decision of the researcher to include the additional material because of its innovative impact in the literature. The new material is identified in the written inservice program found in Appendix A.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This research project needed only a limited number of surveys because it has a product (an inservice) as the end result. Five teachers certified in bilingual education or English as a Second Language were given oral surveys.

The oral survey and the responses

1. Which three researchers' works should be included in an introductory two-hour inservice for teachers who know nothing or very little about second language acquisition?

Stephen Krashen (4)

Virginia Collier (3)

James Cummins (3)

Other researchers mentioned were Ovando, Terrell, Van Patten, Celcimurcia, and Gatano.

2. Which of the following skills should teachers modify the most to help LEP students: speaking, listening, reading, or writing?

speaking (4)

reading (2)

writing (1)

One participant responded that teachers should modify all four of these skills in a LEP class.

3. Which laws should be discussed?

Federal guidelines (2)

Lau v. Nichols (2)

Phyler v. Doe (2)

Other responses included laws that describe which students qualify for bilingual education, state laws, funding laws, and basic immigrant/migrant education laws.

4. What are the names of the three best articles or books you have read on the topics of bilingual education or English as a Second Language?

James Crawford's Bilingual education: History, politics, theory, and practice, second edition. (2)

Stephen Krashen's "The Natural Approach" (2)

Virginia Collier's "Acquiring a second language for school" (2)

Three of the five respondents named only one article or book. Other responses included Dennis Parker's video, Eleanor Thones, and a 1994 US General Accounting Office study on Hispanics in the US.

5. Which teaching method do you use the most in your classroom?

Multiple intelligences (3)

Sheltered English (1)

Variety of methods (1)

Some respondents had more than one answer. Those answers included: cooperative learning, use of realia (real objects), a hands-on approach, the Silent Way, and whole language.

Results

The results of the survey can be found in the inservice training program. Some of the more frequent responses to the oral survey became part of the inservice training program (Appendix A), as did information on Language Assessment Scales testing which determines bilingual education/ESL eligibility.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to develop an inservice training program for teachers at Westview High School who are not certified in bilingual education or English as a Second Language, which will introduce them to bilingual education and English as a Second Language concepts. Books and journal articles used during the literature review process and an oral survey helped determine which information would be included in the inservice training program.

Conclusions

The conclusions reached were that the following information would be included in the inservice:

1. The following laws and court cases will be presented: Title VII, the Arizona Revised Statutes, Lau v. Nichols (1974), and Phyler v. Doe (1982). The following important court cases found during the research process will also be discussed: Serna v. Portales

Municipal Schools (New Mexico, 1974), Aspira of New York v. Board of Education of the City of New York (1974), and Cintron v. Brentwood Union Free School District Board of Education (New York, 1978).

2. Language Assessment Scales testing, which is required to determine eligibility for Bilingual Education services, will be briefly presented so that the participants are familiar with the state of Arizona and Westview High School's testing procedures.

3. The following second language acquisition theories are included in the inservice: "Language Proficiency, Bilingualism, and Academic Achievement" by James Cummins included in The multicultural classroom: Readings for content-area teachers edited by Patricia Richard-Amato and Marguerite Ann Snow, "The Natural Approach" by Stephen Krashen included in Richards and Rodges' Approaches and methods in language teaching, and Virginia Collier's "Acquiring a Second Language for School" published by the National Clearinghouse for Bilingual Education 1995.

4. The following teaching methods will be discussed briefly so that they will be incorporated in the classroom: multiple

intelligences, cooperative learning, use of prior knowledge, graphic organizing, and thematic instruction.

5. The following learning strategies used by students will also be discussed: practicing, guessing, monitoring (editing one's own language skills), conscious effort to learn, attitude, motivation and improved self-image. A discussion on the importance of validating a student's culture and native language will take place.

6. Alternative methods of evaluation (instead of the usual paper and pencil type) will be addressed. Alternative methods of evaluation may include oral tests, speeches that are presented in front of small groups or only to the teacher, and team reports (pairing up a LEP student with a non-LEP student).

Other conclusions reached after the completion of the survey were that the teaching methods used by successful teachers and the learning strategies used by successful students should also be used with Limited English Proficient students. The Multicultural Classroom: Readings for Content-Area Teachers edited by Patricia A. Richard-Amato and Marguerite Ann Snow and Multicultural Teaching: A Handbook of activities, Information and Resources,

Third edition by Pamela L. Tiedt and Iris M. Tiedt are two resources that correspond with points of view demonstrated in the inservice training program.

The information in the literature review and the responses from the survey provided the format for the inservice program and answer the research question which is, what is the content of an inservice training program for teachers who are not certified in Bilingual Education or English as a Second Language?

Recommendations

The researcher would prefer that most teachers in her school be certified in bilingual education or English as a Second Language. However, that is not possible for many reasons. Therefore, the researcher recommends that teachers attend this two-hour inservice training program which will provide them with important concepts that will enable them to better serve their Limited English Proficient students.

The researcher clearly understands that a two-hour inservice will not provide enough time to meet all the needs of the teachers

but prefers that teachers have some training rather than none. It is hoped that the participants will continue to seek ideas which will help them help LEP students in the classroom. The researcher also anticipates that this inservice will become a requirement for all teachers who have LEP students in their classes.

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APPENDIX A

A BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE
INSERVICE TRAINING PROGRAM FOR WESTVIEW HIGH SCHOOL

THE INSERVICE TRAINING PROGRAM

Introduction

Westview High School is a school located in the southwest part of the valley, in the outskirts of the city of Avondale. Students from Avondale, Phoenix, Glendale, Tolleson, and Cashion are enrolled there. The student enrollment has reached more than 2000 this year (1996-1997).

Eighty students, or four percent of Westview's students, are classified as Limited English Proficient (LEP). Another 170 students reported that they spoke a language other than English at home. All of these students may qualify for bilingual education services. If they were all eligible for bilingual education services that would be equal to 250 students or about thirteen percent of the total number of students at Westview.

Currently, only two teachers at Westview High School are fully endorsed, one in bilingual education and one in English as a Second Language. This totals two percent of the faculty. There are four others that have completed course work towards an endorsement.

Westview needs approximately eleven more bilingual education

or English as a Second Language teachers in order to adequately serve all LEP students. It is hoped, though, that all teachers would participate in the inservice.

Outline for Inservice Training Program

- Goal: The inservice will provide valuable information to the participants on the following topics:
- Westview's bilingual education program and staff, laws, second language acquisition theories, learning methods, learning strategies, and diverse forms of evaluating students.
- Objective: Teachers will be able to integrate the information presented in the inservice into their instruction.
- Participants: Teachers at Westview High School who are not certified in Bilingual Education or English as a Second Language.

Time: This inservice will consist of a two-hour workshop plus follow up conferences with participants, if necessary.

Materials: A bibliography of important books and journal articles will be given to each participant in addition to copies of the overhead transparencies used. See References, pages 32 and 33.

Presenters: The presenters of the inservice will be the two certified teachers from the Bilingual Education Department.

The Inservice Training Program

1. Introduction of Westview High School's Bilingual Education program and faculty.

The department's course offerings which are presented in writing in the Westview High School Course Description Guide will be presented. These include the English as a Second Language

courses, content area courses and tutoring courses. The department's faculty will be introduced and the Westview professional library bilingual education collection will be displayed.

2. Laws applicable to limited proficient students

The following laws and court cases will be presented: Title VII, the Arizona Revised Statutes, Lau v. Nichols (1974), Phyler v. Doe (1982). Other court cases pertinent to bilingual education will also be discussed: Serna v. Portales Municipal Schools (New Mexico, 1974), Aspira of New York v. Board of Education of the City of New York (1974), and Cintron v. Brentwood Union Free School District Board of Education (New York, 1978).

3. Testing required to determine eligibility for Bilingual Education services.

Language Assessment Scales testing will be briefly presented so that the participants are familiar with the state of Arizona and Westview High School's testing procedures. A response to the

survey indicated that this information would be valuable to the participants of the inservice.

4. Second language acquisition theories.

"Language Proficiency, Bilingualism, and Academic Achievement" by James Cummins included in The multicultural classroom: Readings for content-area teachers edited by Patricia Richard-Amato and Marguerite Ann Snow, "The Natural Approach" by Stephen Krashen included in Richards and Rodges' Approaches and methods in language teaching, and Virginia Collier's "Acquiring a Second Language for School" published by the National Clearinghouse for Bilingual Education 1995, will be examined.

The inservice participants will practice a cooperative learning activity, called a jigsaw. Each article will be divided so that it can read by a small group of people. Each person will read a section of the article and share that information with the rest of the group. Each group will then report their findings to the entire group of participants.

5. Teaching methods used by teachers

The following methods will be discussed briefly so that they will be incorporated in the classroom: multiple intelligences, cooperative learning, use of prior knowledge, graphic organizing, and thematic instruction. Examples of each of these forms of instruction will be presented and modeling will take place. The participants will be asked for input on the usefulness of these in their regular classrooms.

6. Learning strategies used by students

The following strategies will be discussed: practicing, guessing, monitoring (editing one's own language skills), conscious effort to learn, attitude, motivation and improved self-image. A discussion on the importance of validating a student's culture and native language will take place.

7. Diverse forms of evaluation

Alternative methods of evaluation (instead of the usual paper and pencil type) will be addressed. Alternative methods of evaluation

may include oral tests, speeches that are presented in front of small groups or only to the teacher, and team reports (pairing up a LEP student with a non-LEP student).

Conclusion

This short but informative inservice workshop will provide non-bilingual/ESL teachers with new ideas so they can work with Limited English Proficient students more effectively. The inservice will also demonstrate how modifications can be made to methods that may already be in use in the classroom. Since most teachers will have LEP students in their classes at some time, this inservice should be beneficial for all teachers.

TRANSPARENCIES

INTRODUCTION TO THE
BILINGUAL EDUCATION
DEPARTMENT
AT WESTVIEW HIGH SCHOOL

COURSES OFFERED IN THE BILINGUAL EDUCATION DEPARTMENT

ENGLISH AS A SECOND LANGUAGE:

ESL 1-2

ESL 3-4

ADVANCED ESL

TRANSITIONAL ENGLISH

CONTENT AREAS:

BIL. LITERACY BASICS

BIL./MIGRANT TUTORING

BIL. FRESHMAN ENGLISH

BIL. WELLNESS

BIL. WORLD HISTORY/GEOGRAPHY

BIL. US/AZ HISTORY/ GEOGRAPHY

IMPORTANT TERMINOLOGY:

ESL-ENGLISH AS A SECOND
LANGUAGE

LEP-LIMITED ENGLISH PROFICIENT

PHLOTE-PRIMARY HOME LANGUAGE
OTHER THAN ENGLISH

APPROACHES USED TO TEACH:

ENGLISH AS A SECOND LANGUAGE

NATIVE LANGUAGE

SHELTERED ENGLISH

SECOND LANGUAGE ACQUISITION THEORY

BASIC INTERPERSONAL COMMUNICATIONS SKILLS

- "BICS" ARE ACQUIRED WITHIN 1 - 2 YEARS OF BEING INTRODUCED TO THE NEW LANGUAGE.

- AT THIS LEVEL, STUDENTS CAN COMMUNICATE ORALLY IN THE NEW LANGUAGE.

COGNITIVE ACADEMIC LANGUAGE PROFICIENCY

- "CALP" IS ACQUIRED IN 5 - 10 YEARS AFTER BEING INTRODUCED TO THE NEW LANGUAGE.

- AT THIS LEVEL, STUDENTS CAN USE HIGHER ORDER THINKING SKILLS IN THE NEW LANGUAGE.

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