

Engage Your Long Term ELLs for Language Success



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Outline



- **Our Story**
 - Context
 - Problem
 - 4 Actions
 - Results
 - Remaining Questions
- **Over To You**
 - Questions
 - Tools

Nereida & Stella



- **Nereida Cheney**

- Boston Prep ESL teacher
- 3rd year teaching
- M.A.T. ESL

- **Stella Dubish**

- Education consultant
- Support via coaching, training
- 10+ years teaching ESL, 8+ years school leader

Definitions



- **Engagement**
 - Motivation
 - Desire that leads to action
- **Long term ELLs**
 - In U.S. schools for 5+ years
 - Not yet achieved proficiency as measured by standardized tests
- **Language success**
 - Graduating from the ELD/ESL program by
 - ACCESS score
 - on par with peers in mainstream content
 - consensus of teachers

Context



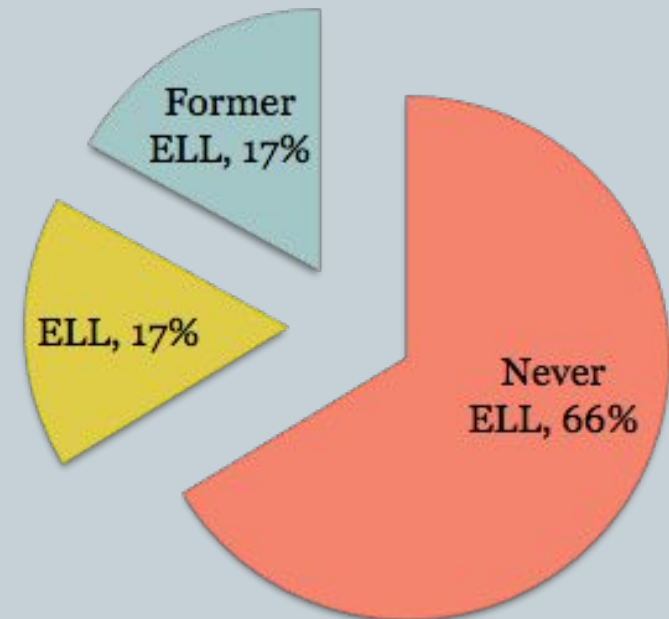
Engage Your Long Term ELLs for Language Success

Boston Prep

- Urban public middle and high school
- Grades 6-12
- ~460 students
- 77 English language learners



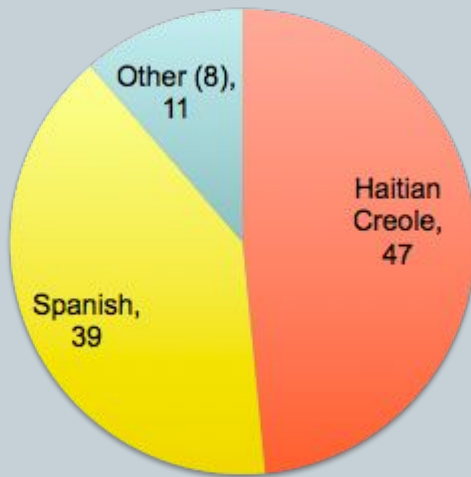
English Language Learners at Boston Prep



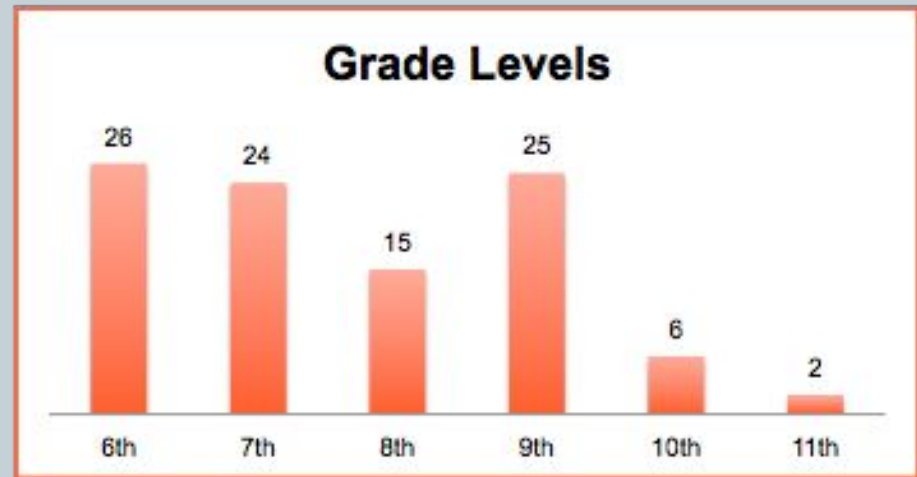
Boston Prep's English Language Learners



Languages



Grade Levels



WIDA Levels



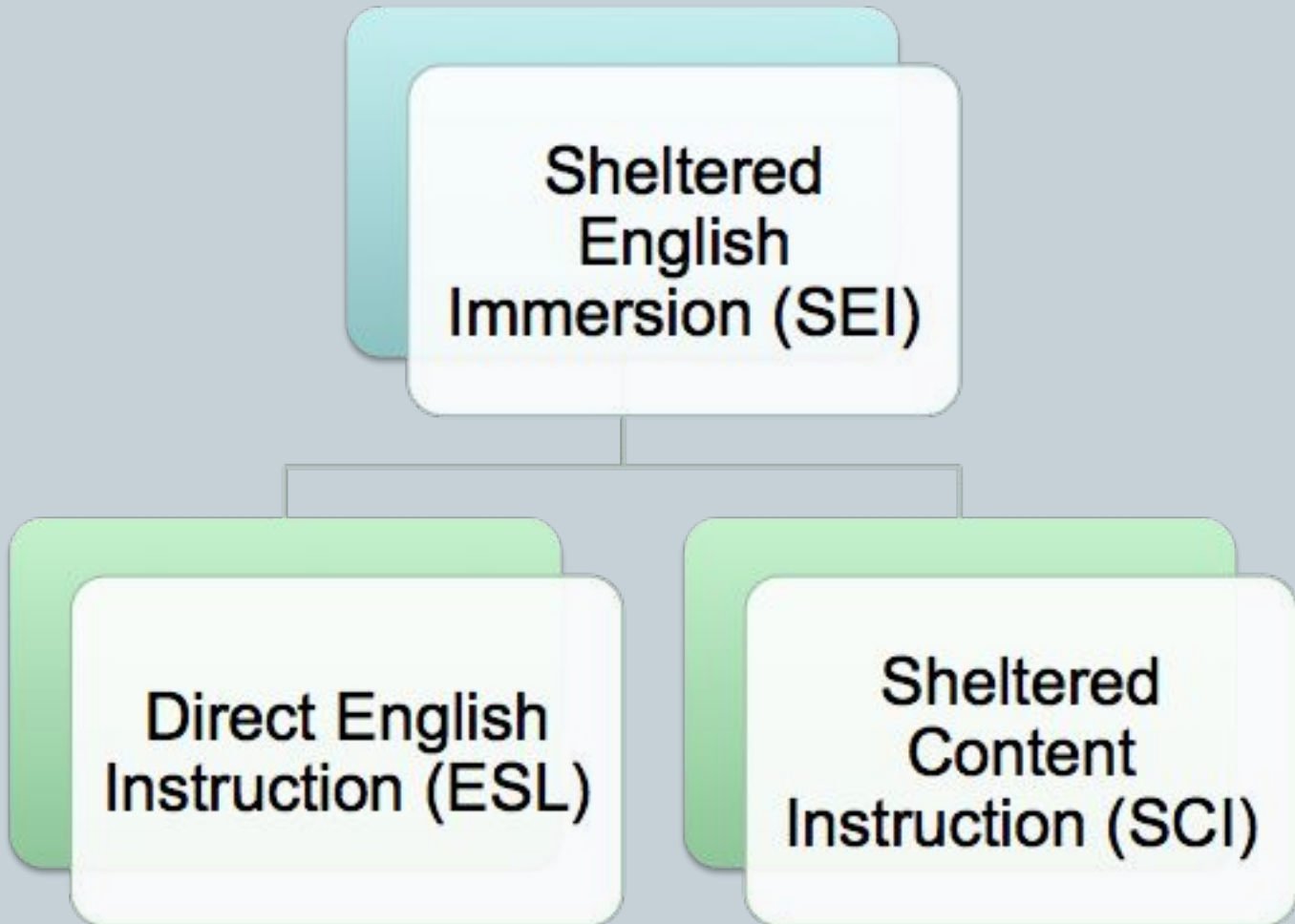
Program Model



**Sheltered
English
Immersion (SEI)**

**Direct English
Instruction (ESL)**

**Sheltered
Content
Instruction (SCI)**



Data Sample: 34 students



- Total of **34** students in our study
- **22** students in the program 2 years
- **12** students in the program 3 years

The Long Term English Language Learner



- 5 years+ in U.S. schools
- Middle and High School students
- Up to 80% of ELs in K-12 schools
- Sometimes born in the U.S.
- Socially bilingual
- Struggle with academic literacy

Problem

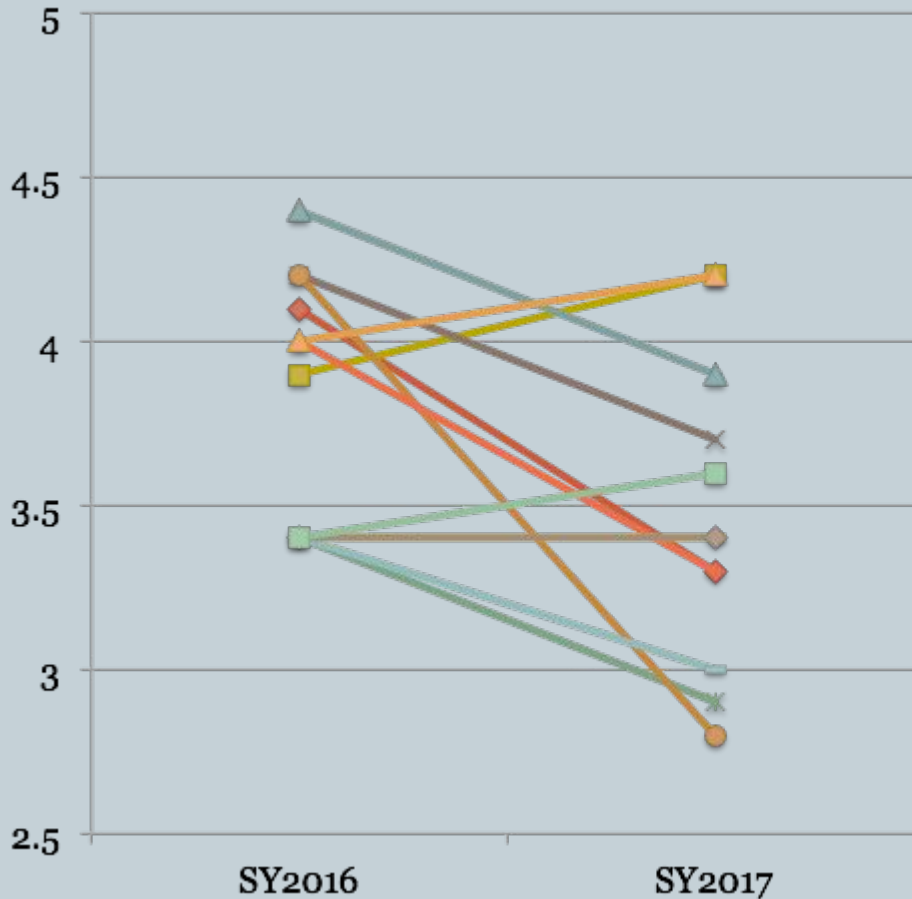


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The Problem: Students Doing WORSE



Individual Test Scores SY2016 & SY2017



Summary

- 8 students did worse (67%)
- 1 student did the same (8%)
- 3 students did better (25%)
- Median difference: -0.45
- Average difference: -0.38

Low Motivation



MOTIVATION

Relatedness & Identity



“Am I a language learner?”

- Affiliation (Maslow)
- Relatedness (Deci, Ryan, Reeve)
- Sense of belonging (Osterman)

Personal & Situational Interest

Personal Interest

- trait
- long-lasting
- subject



Situational Interest

- state
- short-lived
- specific activity, text, or material



Choice



"Classroom environments that support student **self-determination** and autonomy are associated with greater student interest and curiosity...,sense of competence, creativity, conceptual learning, grades, school attendance and satisfaction, **engagement**, use of self-regulated learning strategies, psychological well-being and preference for challenge....(Jang, Reeve, & Deci, 2010; Moller, Deci, & Ryan, 2006; Reeve, 2009; Shih, 2008)." -Woolfolk 2013

Actions



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Action 1: Rebranding



- Addressed: *Lack of identity and relatedness*
- ESL → ELD
 - English as a Second Language
 - English Language Development

ESL → ELD

"Let's name it what it actually is so that more people can feel that it's representative of what they're doing in class, regardless of whether they feel that class is required for them." -Beth Wobbe, ESL Coordinator

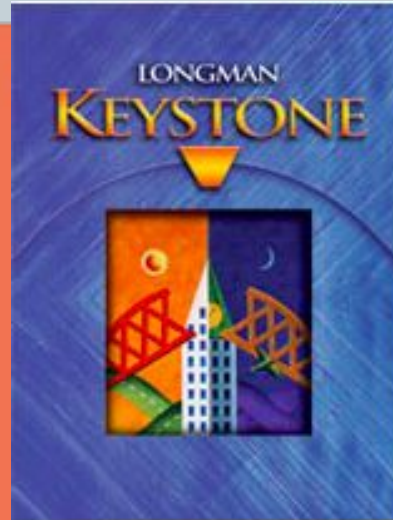
Action 2: Curriculum Redesign



- Addressed: *Lack of personal interest & Lack of choice*

SY2016 Teacher-made materials
Thematic units
“Darker Side of Disney”

SY2017



SY2018 Teacher-designed materials
DESE Model Curriculum Units
Project-Based Units
Student Input

Action 2: Curriculum Redesign



Section 2 of 5



Unit 4 Art and Poetry

In this unit we learned how to analyze and compare a work of art and poetry. The final project for this unit was to write a comparative essay comparing your poem to the analysis of the painting of your choice.



What do you remember as being the most important thing you learned during this unit? *

Long answer text

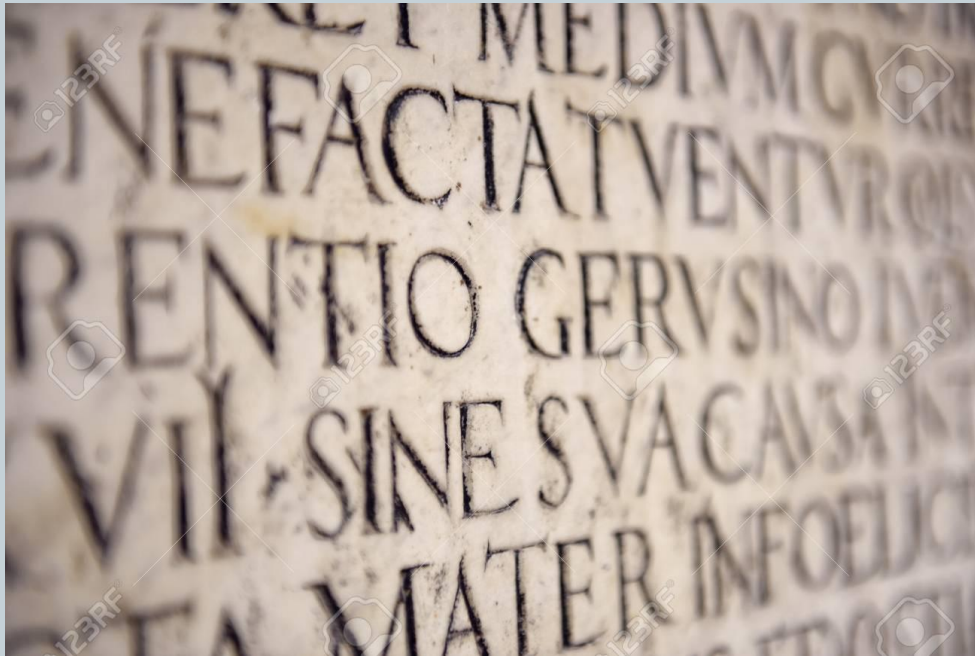
What did you like about this unit? *

Long answer text

What could we do to improve this unit? *

Long answer text

Action 3: Expanded Course Options



- Addressed: *Lack of choice*
- Latin
- College Prep Reading

Action 4: Incentive Program



- Addressed: *Lack of situational interest*
- Semester 2 Class vs. Class Competition
 - Average grade on one assignment that week
 - Weekly prizes
 - End of Quarter Grand Prize



Results

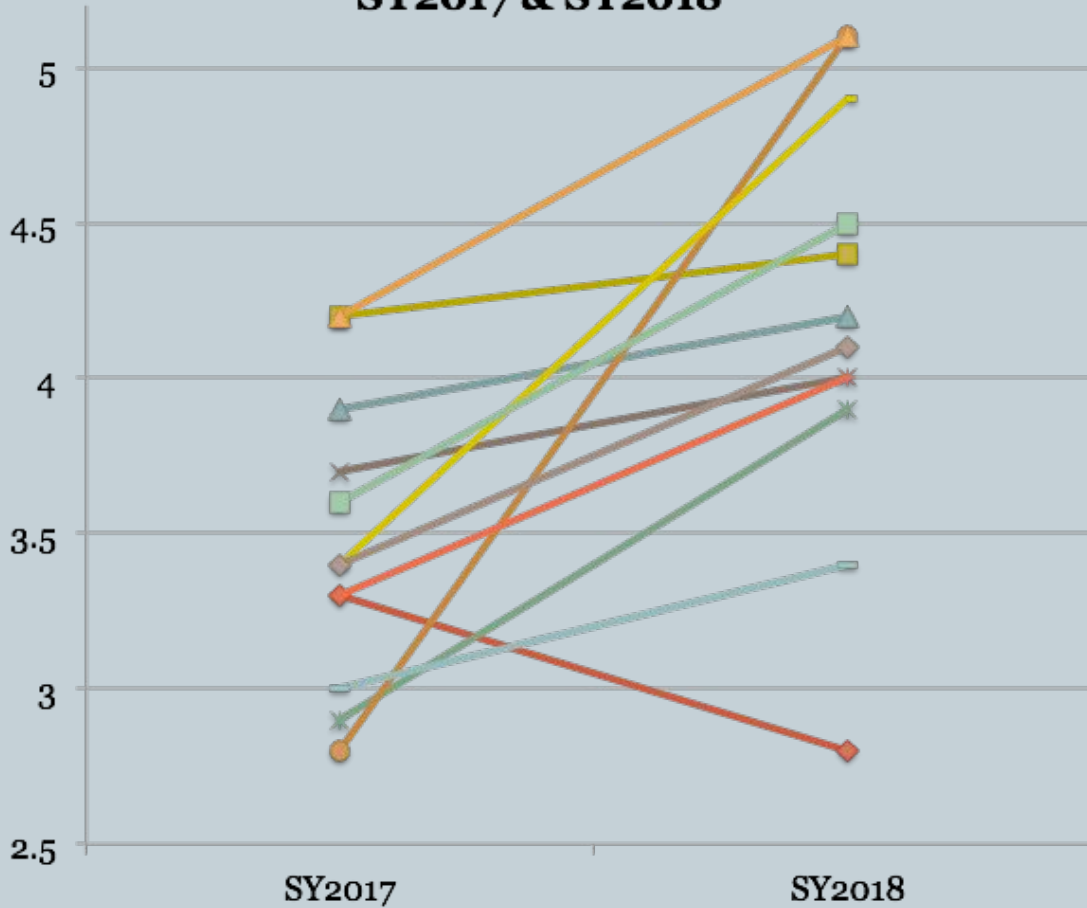


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Improvement?



**Individual Test Scores
SY2017 & SY2018**



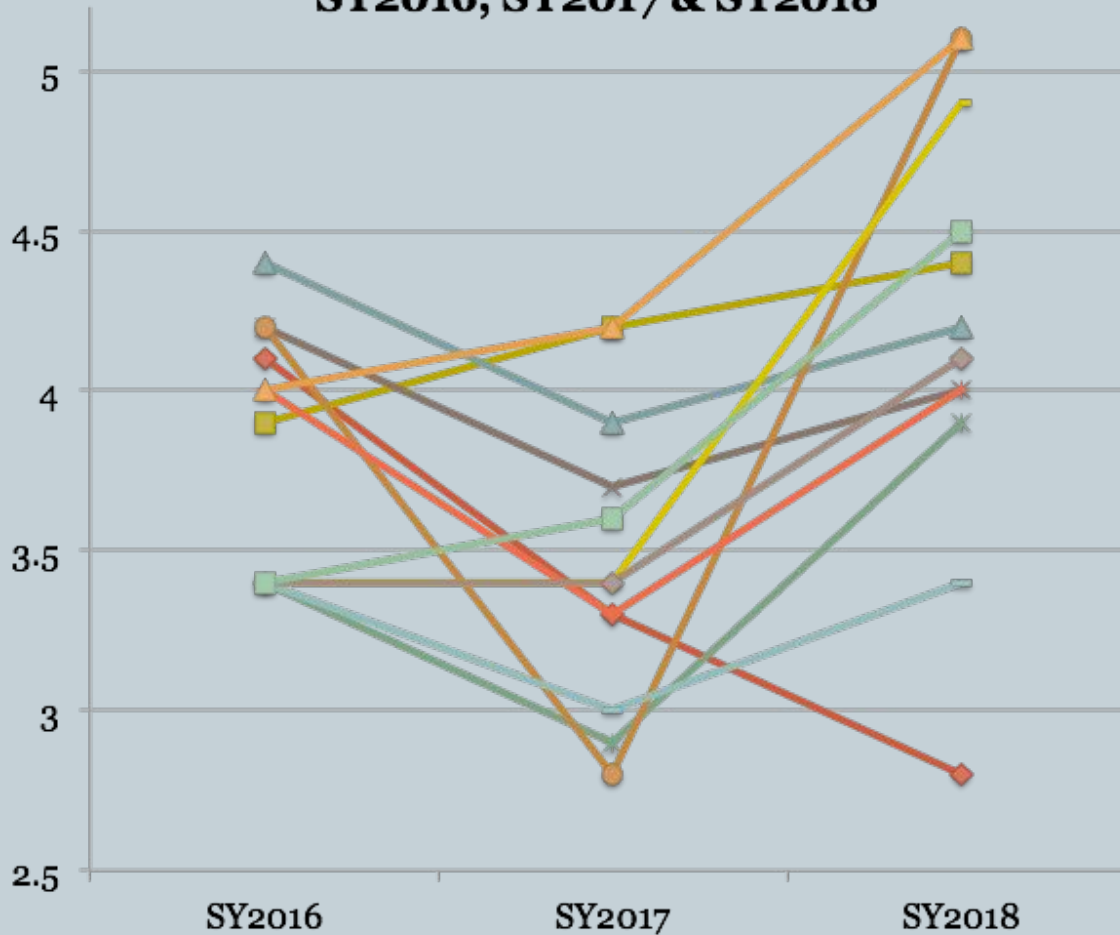
Summary

- 11 students did better (92%)
- 1 student did worse (8%)
- Median difference: +0.65
- Average difference: +0.65

2016 compared to 2018



**Individual Test Scores
SY2016, SY2017 & SY2018**



Summary

- 3 students did worse (25%)
- 2 students did the same (16%)
- 7 students did better (58%)
- Median difference: +0.35
- Average difference: +0.27

Student Perspective

- "I like that [new] name. Haitian Creole is not my first language."
- "That made it better. English wasn't my second language."
- "It didn't affect me at all. It's just a name."

Program
Rebranding

Curriculum
Redesign

- "Way more productive and better."
- "I'm excited to go to ELD to do the work."
- "It brought me more into the class."
"More relevant."

Post
Program
Options

Incentive
Program

- "It's a great change."
- "It doesn't really matter to me."

- "We had rewards in every other class."
- "I don't remember." (multiple students)
- "It motivated us to actually do the work."

Remaining Questions



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Remaining Questions

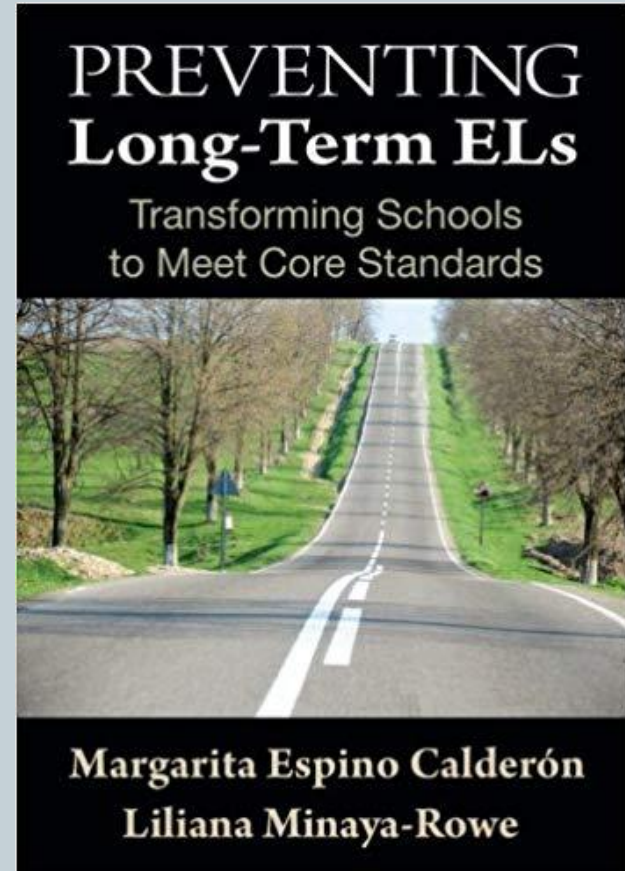


- Were our 4 actions responsible for the change?
 - Students more accustomed to test
 - Incorporated test preparation in SY2018
- What about the other 22 students? How did they do from their year 1 to their year 2?
 - 22 students present for SY2017 and SY2018
 - 12 did worse (55%)
 - 3 no change (14%)
 - 7 improved (32%)
- What about this year?!

Calderón & Minaya-Rowe



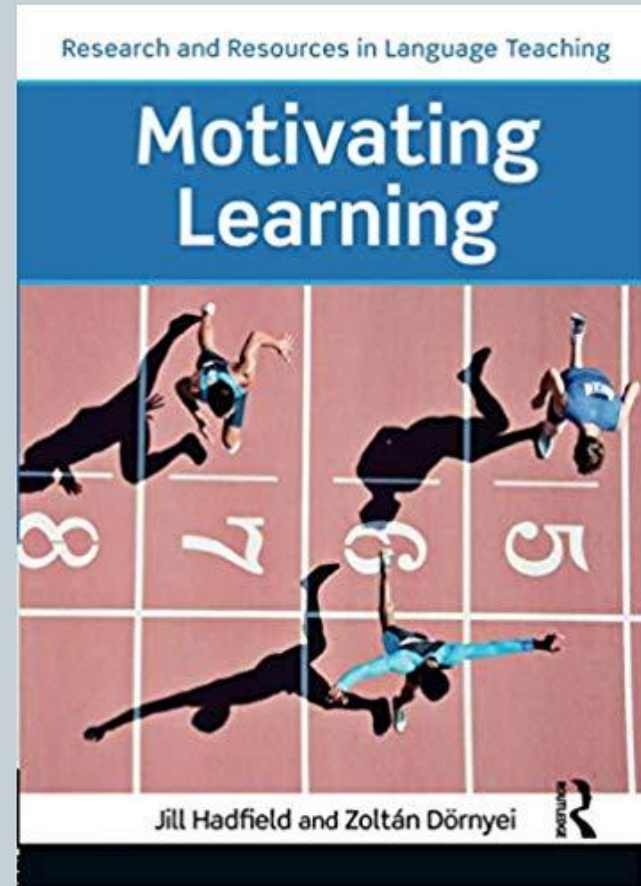
- **YES**
 - Program design
 - Learner profiles
 - Professional development
 - Cooperative learning
- **NO**
 - Identity and motivation



Hadfield & Dörnyei



- YES
 - Identity
 - Future self
 - Visualization
- NO
 - Long-term English language learner - “Am I a language learner?”



Next Steps



1. Home language development

- pride in their ability
- limited fluency & literacy

2. Student learning profile

- streamline
- centralize
- ask more questions

3. Better professional development for teachers



Over To You



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Questions You Can Ask



- **How might our program fail to engage our students?**
 - Lack of personal and situational interest
 - Lack of choice
 - Lack of relatedness or identity
 - Focus on performance (e.g. grades) instead of mastery
- **How can I get school leadership/administration on board?**
 - Leverage any state or district compliance requirements
 - Provide data
 - Propose ideas and solutions
 - Make it easy

Resources & Ideas

● Resources

- Long Term ELs
 - *Long Term English Learner Students* (REL-WestEd)
 - *Effective Interventions for Long Term English Learners* (Hanover Research)



● Ideas

- Rebranding
- Curriculum Redesign
 - Project Based Learning
 - MA DESE Model Curriculum Units
 - Student Feedback Template
- Post Re-classification Options
- Incentives
 - Our List of Free Whole-Class Prizes

Your Questions



Selected Sources



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THANK
YOU

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 - For Free Resources



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