

EB Leadership Academy

WS# 201626

Remote Check-In Code: GEARUP

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Language Proficiency, Biliteracy, and Cultural Diversity

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Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools
5. Paper, pencil, markers...



Content Objective

Today I will analyze different factors that impact the second language acquisition process.



Language Objective

Today I will discuss with my peers several ideas on how to better serve Emergent Bilingual students.



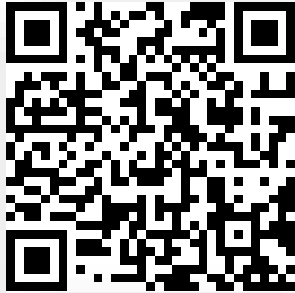
On a Harry Potter scale, how are you feeling today?



Find the Fib!



Find the Fib!



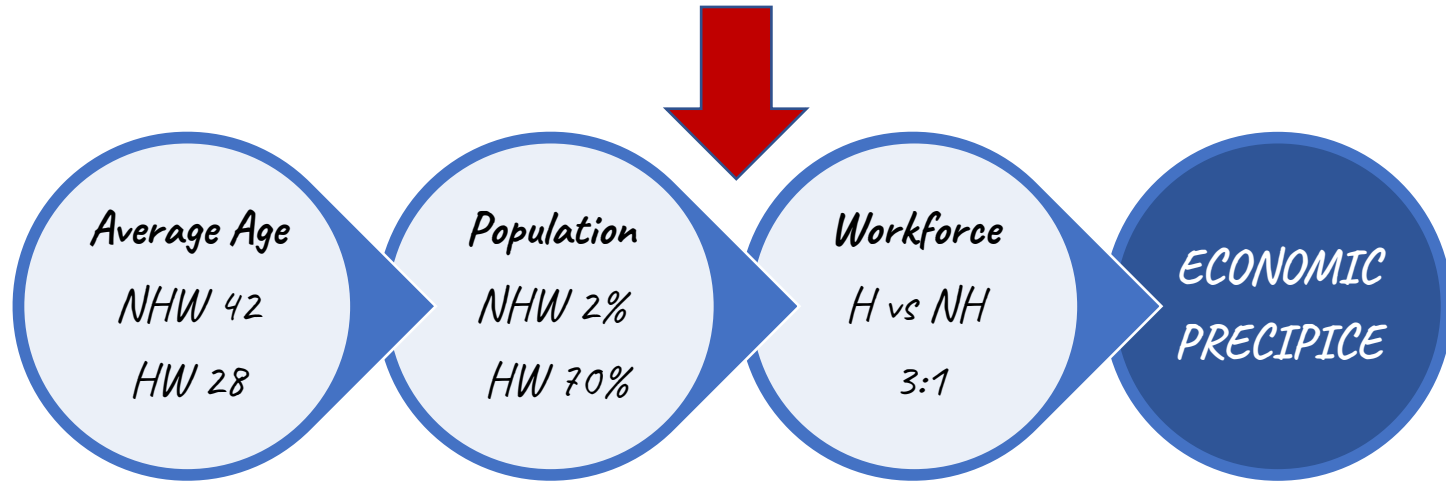
5:00

1. Go to: <http://bit.do/MyNameMyID>
2. Select a room / slide
3. Write your full name
4. Add visuals: *3 Truths 1 Lie*
5. Be ready to share!





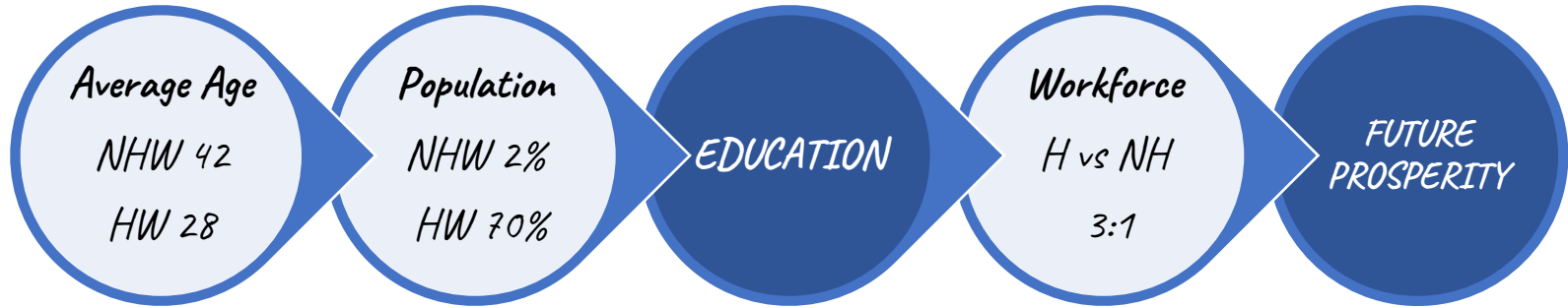
Changing Texas: 2050



“In the *absence of change*, the Texas labor force as a whole will be less-educated, work in lower-status occupations, and have lower incomes in 2050 than 2010” ~Steve Murdock, 2013



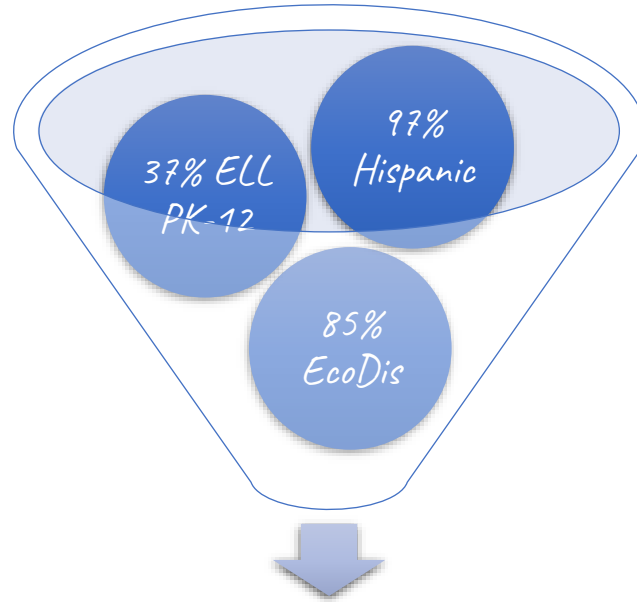
Changing Texas: 2050



We are that **CHANGE!**

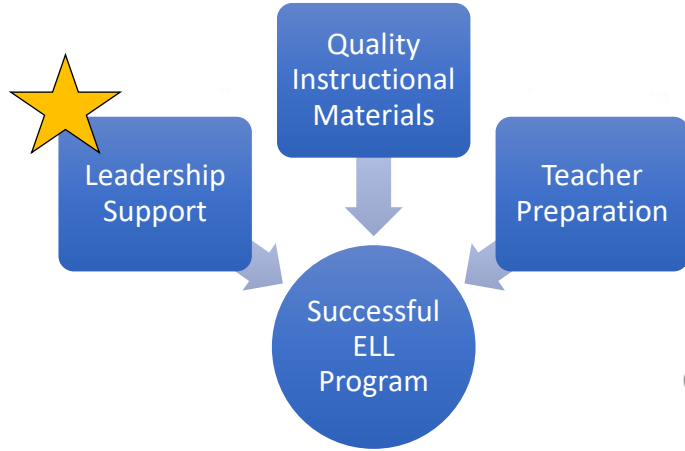


The Power of Region One



Region One TODAY = Texas in 30 years





Carrasquillo and Rodriguez (1998) Measuring Success in Bilingual Education Programs: Case Studies of Exemplary Practices



Low levels of EB
understanding



High levels of EB
understanding



*Menkena and Solorzaba (2014)
Principals as Linchpins in Bilingual Education: The Need
for Prepared School Leaders.*



BILINGUALISM IS A GIFT

**WE CAN GIVE TO
ALL OUR KIDS**

John B. King, Jr.



Second Language Acquisition



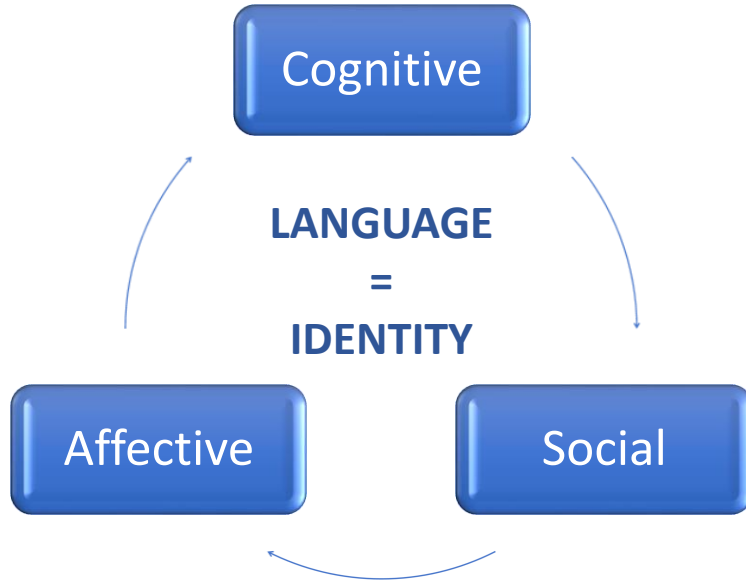
Let's

Kahoot!

kahoot.it



The Power of Language

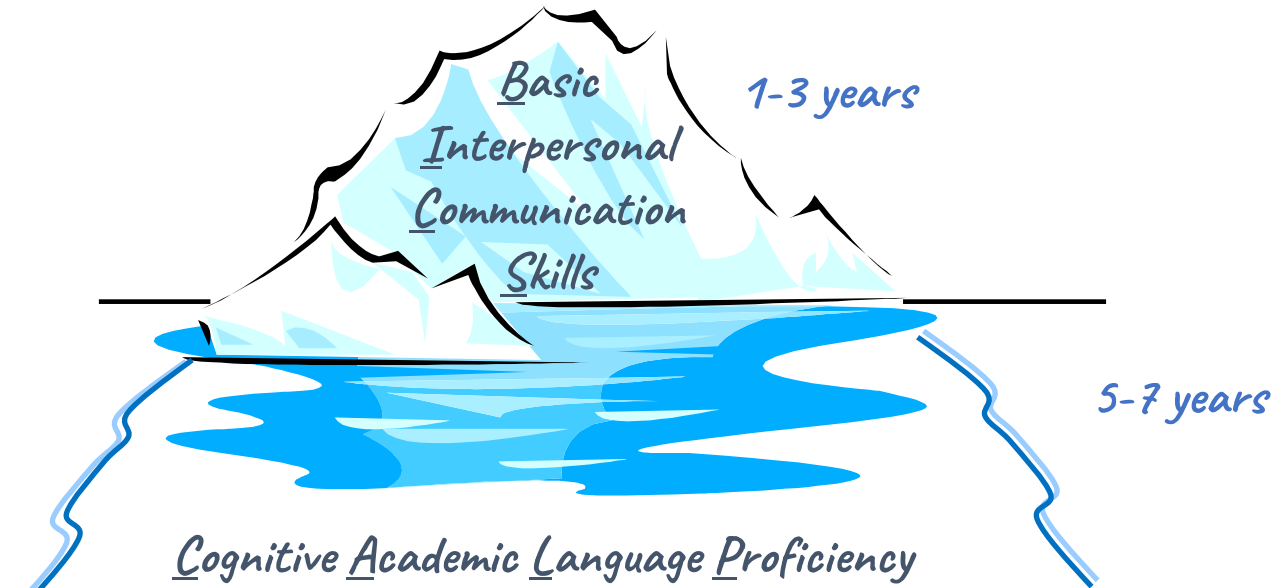


“Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning”.

David Corson, 1999



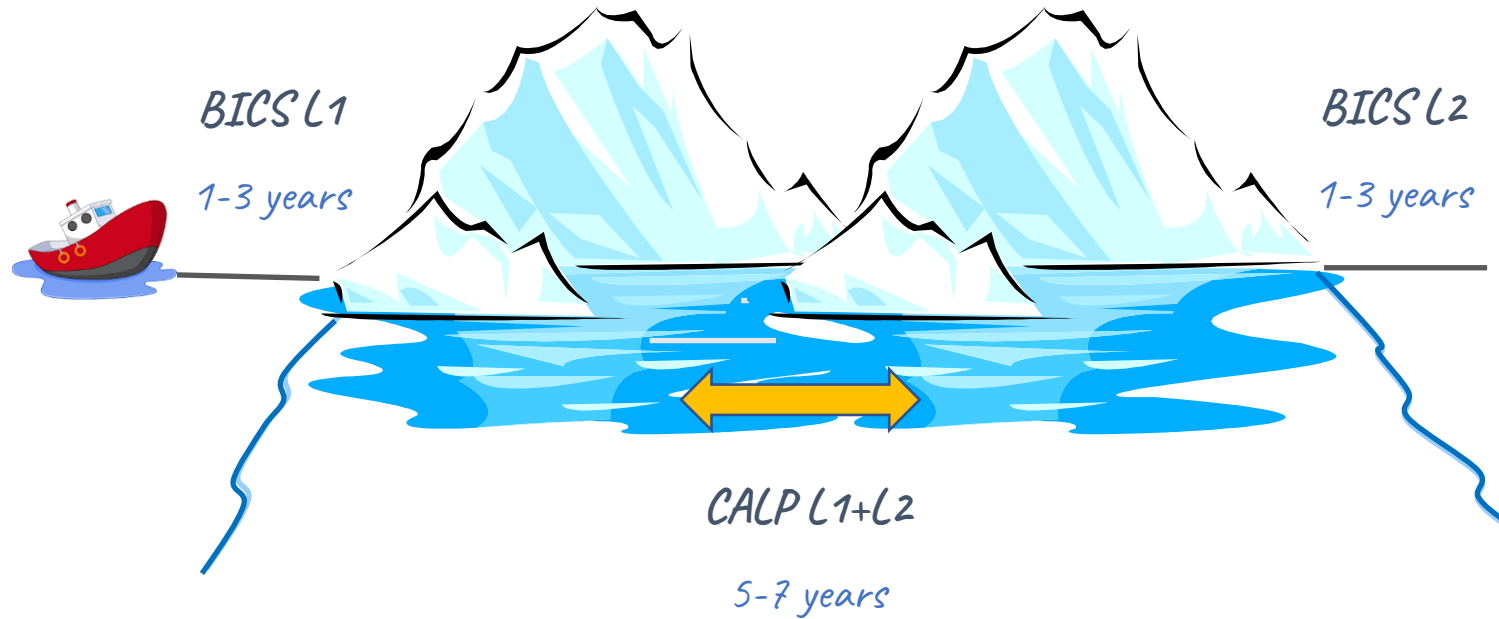
BICS vs CALP



J. Cummins (1981)



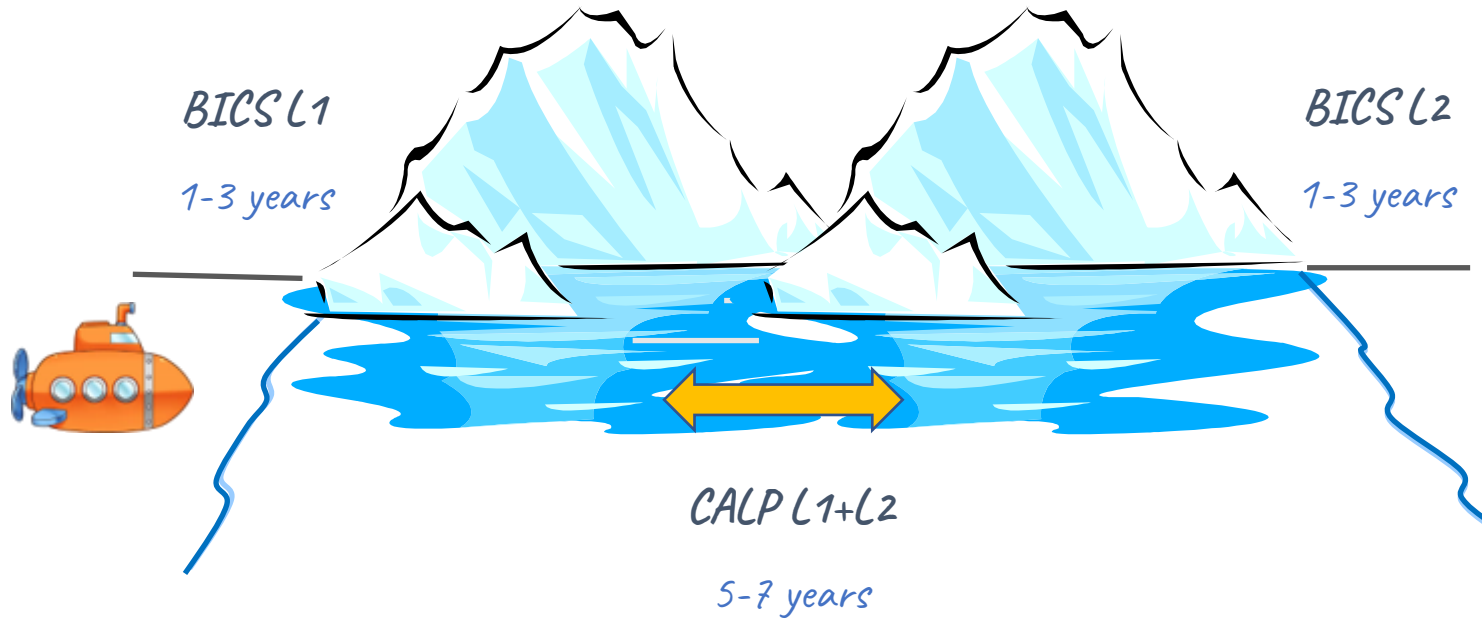
Transfer of Concepts



J. Cummins (1981)



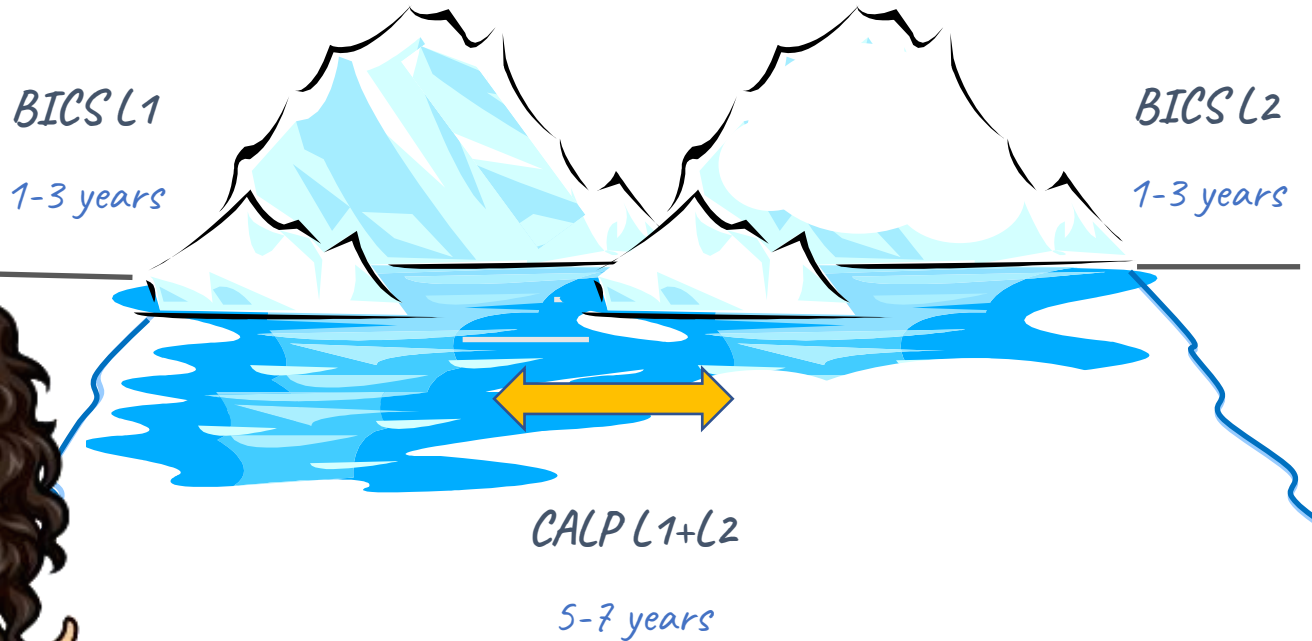
Transfer of Concepts



J. Cummins (1981)



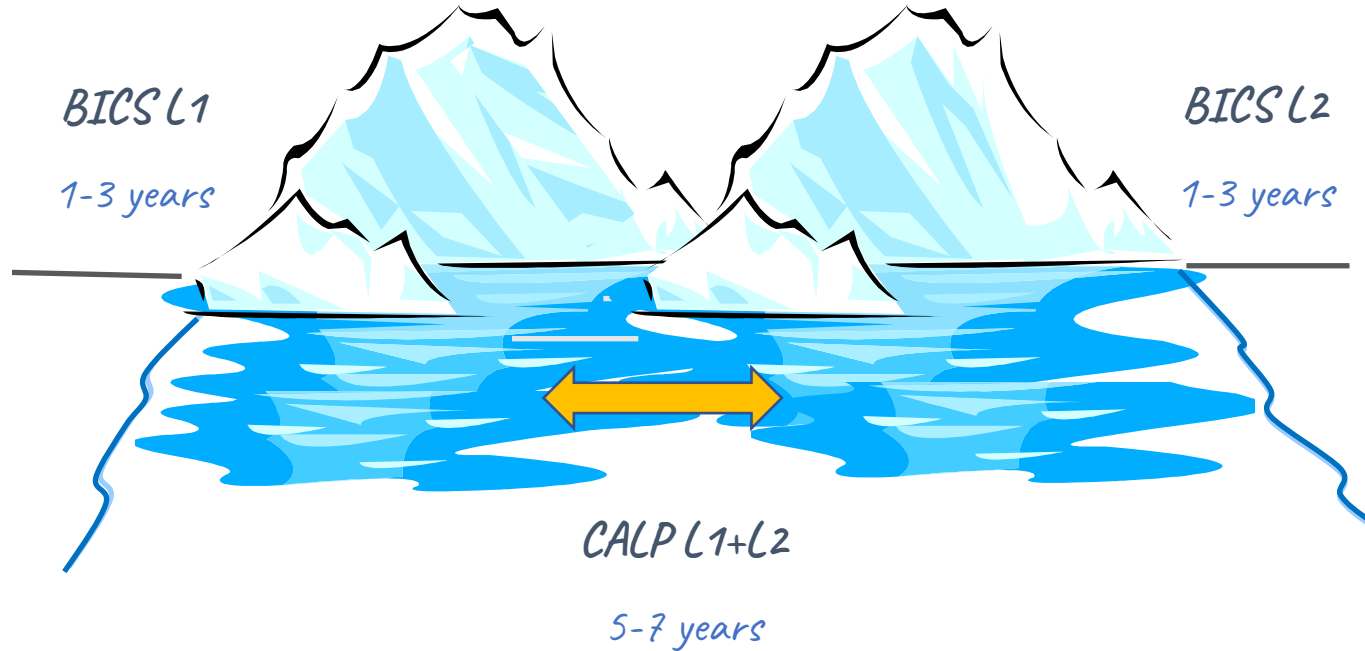
My Language Profile in 1999



J. Cummins (1981)



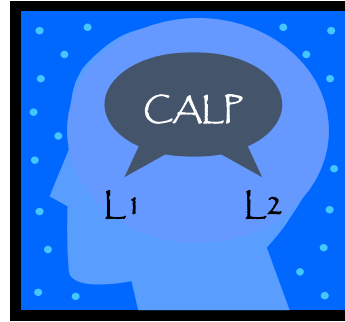
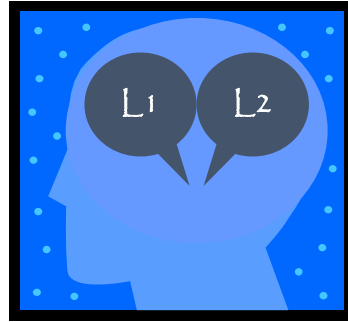
My Language Profile in 2022

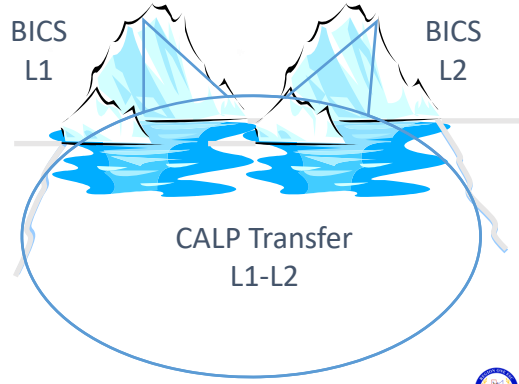
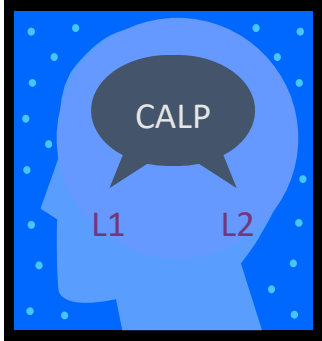


J. Cummins (1981)



Transfer of Concepts





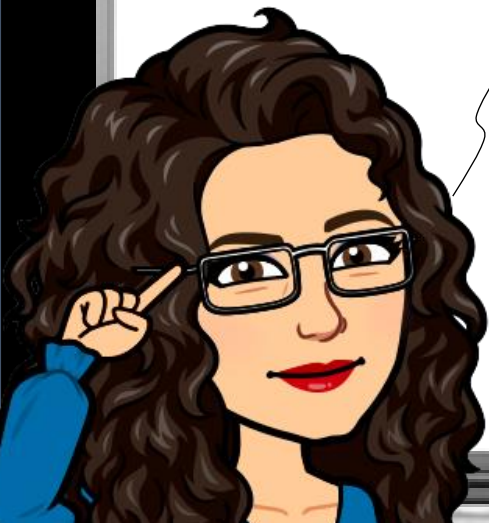
Your Language Profile

BICS L1

BICS L2

CALP
L1+L2

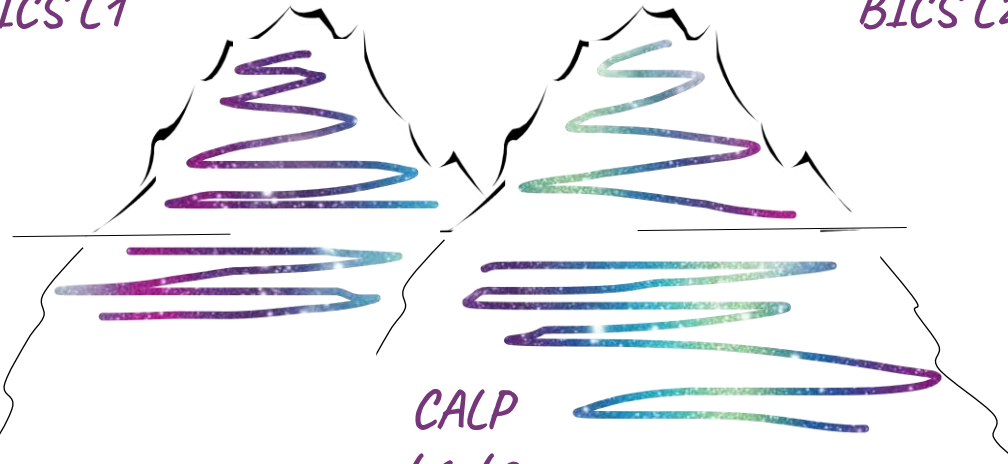
<https://whiteboard.fi>



Your Language Profile

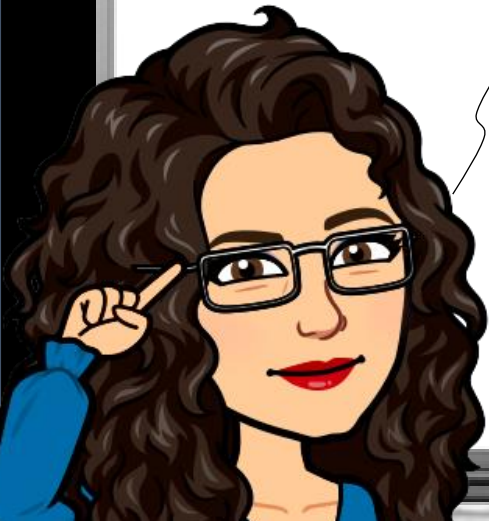
BICS L1

BICS L2



CALP
L1+L2

<https://whiteboard.fi>

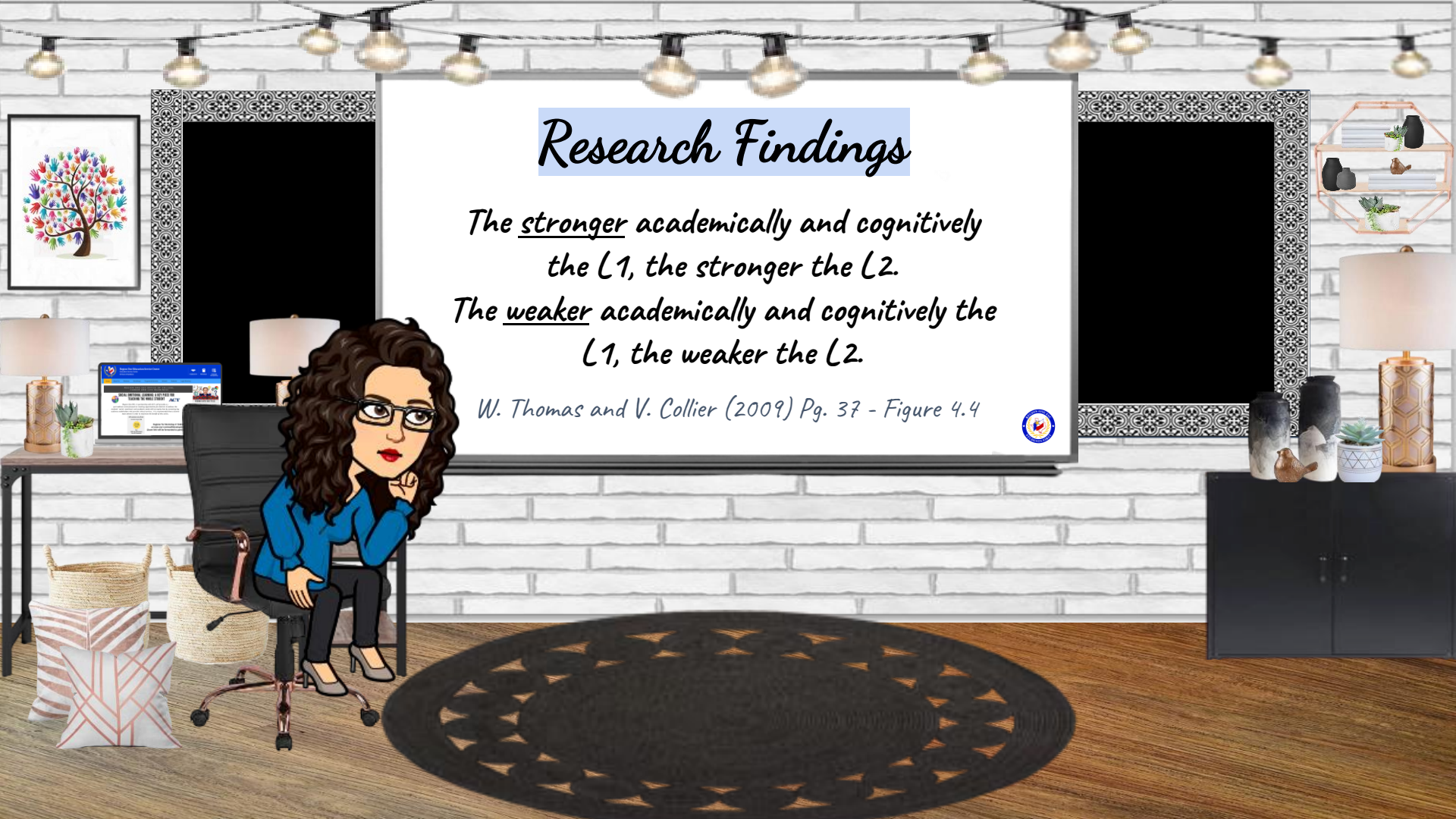


Research Findings

The stronger academically and cognitively
the L1, the stronger the L2.

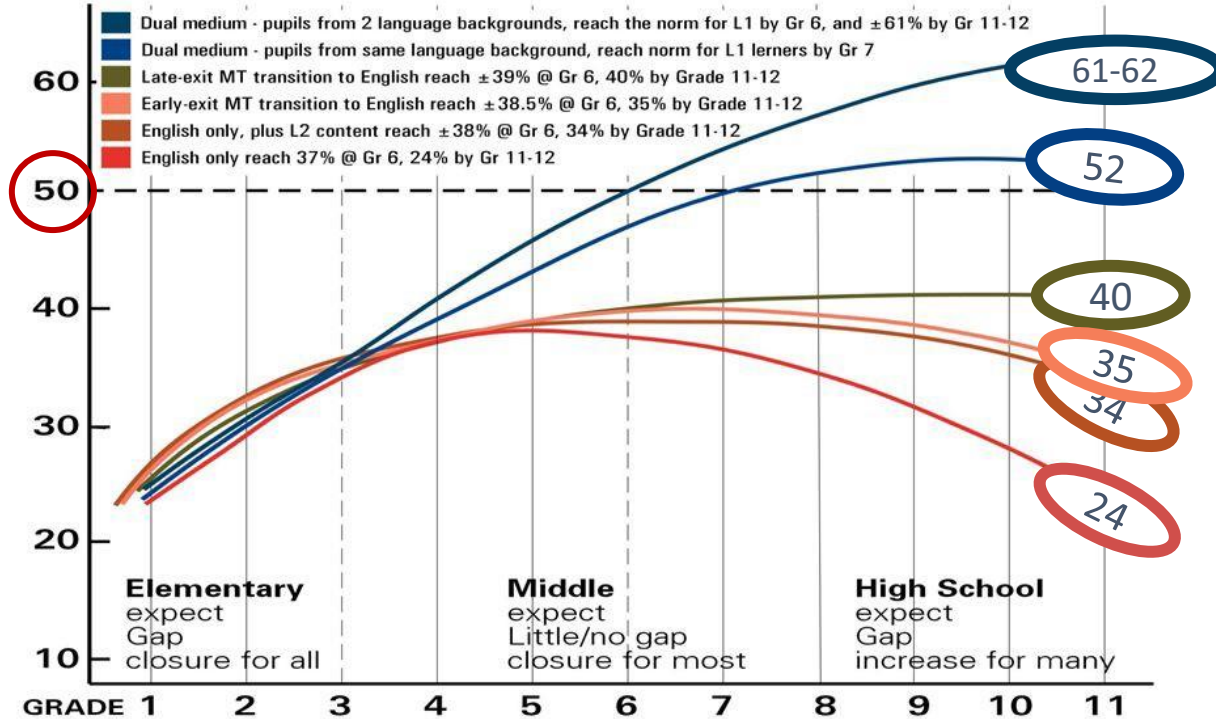
The weaker academically and cognitively the
L1, the weaker the L2.

W. Thomas and V. Collier (2009) Pg. 37 - Figure 4.4



The Effectiveness of Bilingual Program Models

Reading levels of English second language learners in English



Average performance of native-English speakers



Language Programs

Bilingual

ESL

1 Early Exit

2 Late Exit

Dual Language

5 Pull Out

6 Content Based

3 One Way

4 Two Way



[Texas Administrative Code, Chapter 89](#)

Bilingual Program Models

10% BEA for EB
\$616

Early
Exit

Late
Exit

10% BEA for EB
\$616

15% BEA for EB
\$924

1Way
DL

2Way
DL

15% BEA for EB
\$924
5% for EP
\$308



Krashen's Hypothesis



Five SLA Hypotheses



Stephen Krashen's Theory of Second Language Acquisition

Ricardo Schütz
Last revision: March 28, 2005



"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." Stephen Krashen

"Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding." Stephen Krashen

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." Stephen Krashen

"In the real world, conversations with sympathetic native speakers who are willing to help the acquirer understand are very helpful." Stephen Krashen

Introduction

Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. During the past 20 years, he has published well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada.

This is a brief description of Krashen's widely known and well accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching since the 1980s.

1. Acquisition vs Learning
2. Monitor Hypothesis
3. Natural Order Hypothesis
4. Input Hypothesis
5. Affective Filter Hypothesis

<https://tinyurl.com/KrashenSLA>



Your Turn!

1. Go to your **breakout rooms**
2. Read your **assigned section** from Krashen's article
3. Go to the **Padlet** to add 3 bullets and 1 visual under your assigned section
4. Be ready to **present!**

<https://padlet.com/kchapa/Krashen>



Factors that Impact Second Language Acquisition

1. Motivation and attitude
2. First language development
3. Language distance
4. Cultural background
5. Quality of instruction
6. Age
7. Personality
8. Access to instruction
9. Peers and role models
10. Other

Select the **MOST** important factor, in your opinion



ENGLISH IS HARD

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.



Meeting the Needs of Diverse Learners



Cognitive



Affective



Linguistic

Texas Administrative Code, Chapter 89





Exit Tickets



I used to think...
But now I know...



T H A N K Y O U

Mil gracias



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