

Improving the Academic Achievement of Second Language Learners Through the Use of a Balanced Literacy Instructional Approach



Joan Miro, Composition 1933

June 29-30, 2001
Sponsored by Georgetown University,
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the District of Columbia Public Schools

Georgetown Summer Bilingual Institute

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**Georgetown University
Intercultural Center
June 29-30, 2001**

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**International Language Programs & Research
519-B Intercultural Center
Box 57-1045
Georgetown University
Washington, DC 20057-1045**

Conference Overview

When teachers look into their classrooms today, they see a much different picture than they did ten years ago. Today, one out of three children in the United States is from an ethnic or racial minority group, one out of seven speaks a language other than English at home, and one out of fifteen was born in a foreign country.

Literacy instruction of second language learners is a major challenge for school systems across the country. The recent research and practices focus on how to teach reading and writing to native English speakers but pay little attention to the needs of second language learners. The purpose of this institute is to bring researchers and practitioners together to examine and address:

- g A balanced literacy instruction for second language learners using a constructivist approach
- g The role of first language in literacy instruction
- g The importance of using culturally relevant instruction to develop successful readers and writers
- g The use of multiple measures to assess students' progress in reading and writing
- g The impact of the family and community on literacy instruction

Institute participants will have the opportunity to learn from nationally and locally recognized experts who will share their knowledge, views, and experiences on how to successfully promote the literacy development of linguistically and culturally diverse students.

AGENDA

FRIDAY JUNE 29, 2001

8:30 am - 9:00 am	Registration, ICC Galleria
9:00 am - 9:15 am	OPENING REMARKS, ICC Auditorium James E. Alatis , Georgetown University
9:15 am - 10:30 am	KEYNOTE ADDRESS, ICC Auditorium Kathryn Au : "Teaching Literacy from a Constructivist Perspective: Its Impact on Diverse Learners" <i>Chair: Maria del Rosario (Charo) Basterrea</i> , Director of National Origin Programs, The Mid-Atlantic Equity Center
10:30 am - 10:45 am	Break
10:45 am - 12:00 pm	PANEL: CRITICAL ISSUES IN TEACHING LITERACY TO SECOND LANGUAGE LEARNERS (PART I), ICC Auditorium g Maria Carlo : "The Role of First Language in Promoting Reading and Writing" g Anna Uhl Chamot : "Helping Second Language Learners Construct Meaning from Text" <i>Moderator: Alison Mackey</i> , Assistant Professor of Applied Linguistics, Georgetown University
12:00 pm - 1:00 pm	Lunch

1:00 pm - 3:00 pm	CONCURRENT SESSION, ICC Room 101		CONCURRENT SESSION, ICC Room 103
	Kathryn Au: “Teaching Phonics to Second Language Learners through a Balanced Approach”		Maria Carlo: “Effective Strategies for Using a First Language to Promote Reading and Writing”
3:00 pm - 3:15 pm	Break		
3:15 pm - 5:15 pm	CONCURRENT SESSION, ICC Room 101	CONCURRENT SESSION, ICC Room 103	CONCURRENT SESSION, ICC Room 107
	Anna Uhl Chamot: “Using an Accelerated Process in Teaching Reading to Second Language Learners with Limited Schooling at the High School Level”	Barbara Fagan: “Implementing a Balanced Literacy Program for Second Language Learners at the Upper Elementary, Middle and High School Levels”	Elizabeth Varela and Marcela von Vacano: “Academic Achievement in English at the Primary Level through Supplemental Literacy and Concept Development in the Native Language”

SATURDAY JUNE 30, 2001

8:30 am - 9:30 am	KEYNOTE ADDRESS, ICC Auditorium
	Lily Wong Fillmore: “The Importance of Culturally Responsive Pedagogy in Developing Literacy” <i>Chair: Emma Violand-Sánchez,</i> Supervisor, English for Speakers of Other Languages (ESOL) and High Intensity Language Training Programs, Arlington Public Schools
9:30 am - 9:45 am	Break
9:45 am - 11:30 am	PANEL: CRITICAL ISSUES IN TEACHING LITERACY TO SECOND LANGUAGE LEARNERS (PART II), ICC Auditorium
	g Lorraine Valdez-Pierce: “Using Multiple Assessments for English Language Learners in the Area of Language Arts” g Adel Nadeau: “Using English Language Development (ELD) Standards” <i>Moderator: Lisa Tabaku,</i> Program Coordinator, Office of Bilingual Education, District of Columbia Public Schools
11:30 am - 11:45 am	CLOSING REMARKS, ICC Auditorium
	James E. Alatis, Georgetown University

Featured Speakers (in alphabetical order)

Kathryn H. Au

Kathryn H. Au is a professor in the College of Education at the University of Hawaii at Manoa. Previously, she worked as a researcher, curriculum developer, teacher educator, and classroom teacher at the Kamehameha Elementary Education Program (KEEP) in Honolulu. She is currently directing a teacher education program aimed at increasing the number of Native Hawaiian teachers in schools in their own communities. Dr. Au's research interest is the school literacy development of students of diverse cultural and linguistic backgrounds. She has published over 70 articles and chapters, as well as three textbooks, including *Literacy Instruction in Multicultural Settings*. She serves or has served on the editorial advisory boards of the *Reading Research Quarterly*, *The Reading Teacher*, the *Journal of Literacy Research*, the *American Educational Research Journal*, *Educational Researcher*, *Review of Educational Research*, and *The New Advocate*. She has been elected president of the National Reading Conference, vice president of the American Educational Research Association, and to the board of directors of the International Reading Association. She has been recognized as a Distinguished Scholar by the AERA Standing Committee on the Role and Status of Minorities in Educational Research, has been elected to the Reading Hall of Fame, and has received the Causey Award for outstanding contributions to reading research presented by the National Reading Conference.

Maria Carlo

Maria Carlo is a psychologist studying bilingualism in children and adults. Her research focuses on the cognitive processes that underlie reading in a second language and on understanding the role that is played by the native language in the development of second-language literacy. She is co-principal investigator for two federally funded projects that investigate the transfer of reading skills from Spanish to English among primary schoolchildren.

Anna Uhl Chamot

Anna Uhl Chamot is Associate Professor of ESL and Foreign Language Teacher Preparation at the Graduate School of Education and Human Development at George Washington University. She is also Principal Investigator of Project Accelerated Literacy, the current Field-Initiated Studies OERI research on English literacy development in Spanish-speaking adolescents, and Co-Director of the National Capital Language Resource Center, which has several second language research projects. Dr. Chamot has researched and pioneered the Cognitive Academic Language Learning Approach which involves the simultaneous development of a second language, literacy, learning strategies and the learning of content.

Barbara Fagan

Barbara Fagan is a middle school ESL teacher as well as the Secondary ESL Specialist for Arlington Public Schools in Virginia. She has had extensive experience developing integrated language arts and content programs to meet the academic needs of middle and high school ESL students so they are prepared to meet the standards expected of them in regular classrooms. Ms. Fagan has co-authored articles for books and journals, and most recently, her chapter on "The Monday Letter" is in the new TESOL book, *New Ways in Teaching English at the Secondary Level*.

Lily Wong Fillmore

Lily Wong Fillmore has been on the faculty of the Graduate School of Education at the University of California, Berkeley since 1974. She holds a doctorate in Linguistics from Stanford University. Much of her research, teaching and writing have focused on issues related to the education of language minority students. Over the past 30 years, she has conducted studies of Latino, Asian, American Indian and Eskimo second language learners in diverse school settings. She has researched issues related to social and cognitive processes in language learning, cultural differences in learning language behavior, sources of variation on learning, and on primary language retention and loss. Over the past year, she has been conducting research in Yupik villages along the lower Yukon River in Alaska.

Adel Nadeau

Adel Nadeau is the director of the San Diego County of Education statewide project for the development of the state English Language Development Standards. Dr. Nadeau was the “Principal in Residence” at the U.S. Department of Education from September 1994 to May 1995. Prior to this assignment, she was a principal at Linda Vista Elementary School in San Diego, California, where she led an extensive and successful school-wide reform effort. Dr. Nadeau has also worked at the San Diego Unified School District where she was responsible for the “Humanities Curriculum.” A prolific writer, she has recently published *Restructuring Schools for Linguistic Diversity: Linking Decision-Making to Effective Programs*.

Lorraine Valdez Pierce

Lorraine Valdez Pierce is an Associate Professor at the Graduate School of Education at George Mason University. She teaches courses on assessment, standards-based curriculum design, literacy, and education policy. Dr. Pierce has extensive experience in the field of education. She has worked for the National Clearinghouse for Bilingual Education, the Center for Applied Linguistics, American University’s Mid-Atlantic Center, and Georgetown University’s Evaluation Assistance Center, EAC-East. She is the co-author (with J.M. O’Malley) of the publication entitled *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. She holds a Ph.D. in Linguistics from Georgetown University.

Elizabeth Varela

Elizabeth Varela taught ESL in elementary and secondary schools for nine years. She holds a Ph.D. in applied linguistics from Georgetown University and has been an adjunct professor at The George Washington University and an assistant professor and acting coordinator of the TESOL program in the College of Education at the University of Maryland. Dr. Varela has presented locally and nationally on content-based second language instruction, learning strategies, reading strategies and the CALLA model. Currently, Dr. Varela is an elementary ESL specialist and principal investigator for a Title VII project for the Arlington Public Schools.

Marcela von Vacano

Marcela von Vacano is the project specialist for a Title VII project at the elementary level. Ms. von Vacano, a certified elementary, ESL, and Spanish teacher, holds two Masters degrees from George Mason University in school administration and elementary education. Her B.A. is in bilingual multicultural education. Since 1983, she has been an ESOL/HILT teacher in the Arlington Public Schools. She was the first coordinator of the exemplary Immersion program at Arlington’s Key Elementary School. Ms. von Vacano has extensive experience in curriculum and staff development. In addition, she initiated and taught a Family Literacy Program for four years, and served as the principal for Escuela Bolivia, a Saturday Enrichment Language Heritage program. Currently, Ms. von Vacano is enrolled at George Mason University’s program for reading certification. She has made numerous state, national, and international presentations on bilingual education, Spanish immersion programs, reading, and family involvement.

Driving Directions to Georgetown University

From Richmond, Fredericksburg and points south

Follow I-95 to I-395. Continue on I-395 approximately 6 miles to the Washington Boulevard (Route 27) exit. Take the second Washington Boulevard exit (Exit 8B), exiting to the right and follow the signs to Route 50 East - Rosslyn. Continue approximately 1.5 miles to the Key Bridge exit (right lane exit). Take the Key Bridge exit and continue onto Lynn Street. Continue on Lynn Street to the Key Bridge. Move to the right lanes as you cross the Key Bridge. The Key Bridge dead ends at M Street. Turn right onto M Street. Continue east on M Street to 33rd Street. Turn left onto 33rd and proceed one block to Prospect Street. Turn left onto Prospect Street and continue west to 35th Street. Turn right onto 35th Street and continue north to Reservoir Road (traffic signal). Turn left onto Reservoir Road and continue west to 38th Street. At the intersection of 38th Street and Reservoir Road, you will see Entrance 1 on your left. Turn left into Entrance 1 and park at the Leavey Center Garage. The Intercultural Center is a modern gray and red-brick building.

From Baltimore, Philadelphia and points north

If it is BEFORE 9AM MONDAY-FRIDAY

Follow I-95 to the Capital Beltway, I-495 West, toward Silver Spring. Continue on I-495 West/South to the Cabin John Parkway (east) which becomes the Clara Barton Parkway (east). Continue east on the Clara Barton Parkway approximately 4 miles to Canal Road (Clara Barton Parkway becomes Canal Road). Continue east on Canal Road approximately 4 miles to the Key Bridge-M Street intersection (you will pass the University on your left). Continue through the intersection to 33rd Street. Turn left onto 33rd and proceed one block to Prospect Street. Turn left onto Prospect Street and continue west to 35th Street. Turn right onto 35th Street and continue north to Reservoir Road (traffic signal). Turn left onto Reservoir Road and continue west to 38th Street. At the intersection of 38th Street and Reservoir Road, you will see Entrance 1 on your left. Turn left into Entrance 1 and park at the Leavey Center Garage. The Intercultural Center is a modern gray and red-brick building.

If it is AFTER 9AM MONDAY-FRIDAY

Follow I-95 to the Capital Beltway, I-495 West, toward Silver Spring. Continue on I-495 to the George Washington Memorial Parkway (the first exit in Virginia after crossing the Potomac River--be in the right lane after crossing the bridge). Continue on the Parkway approximately 9 miles to the Key Bridge exit (the exit will be to your right up a sharp incline). Remember, this route can only be used after 9:00 AM - the ramp is closed during rush hour. The exit ramp will lead to the south side of the Key Bridge. Turn right onto the Key Bridge and continue across the bridge, staying in the right hand lanes. The Key Bridge dead ends at M Street. Turn right onto M Street. Continue east on M Street to 33rd Street. Turn left onto 33rd and proceed one block to Prospect Street. Turn left onto Prospect Street and continue west to 35th Street. Turn right onto 35th Street and continue north to Reservoir Road (traffic signal). Turn left onto Reservoir Road and continue west to 38th Street. At the intersection of 38th Street and Reservoir Road, you will see Entrance 1 on your left. Turn left into Entrance 1 and park at the Leavey Center Garage. The Intercultural Center is a modern gray and red-brick building.

For information about parking and shuttle buses, please see the web site of the Office of Transportation Management at <http://www.georgetown.edu/facilities/otm/main.html>.

For a campus map, go to <http://www.georgetown.edu/grad/prospective/map/map.html>.

Georgetown Summer Bilingual Institute Registration Form

Please return this form with the registration fee of \$90.00 by **June 15, 2001**. You can send a check or money order (payable to Georgetown University) or credit card information to: Ai-Hui Tan, Coordinator, Georgetown Summer Bilingual Institute, 519-B Intercultural Center, Box 57-1045, Georgetown University, Washington, DC 20057-1045. If paying by credit card, you can fax this form to (202) 687-0699.

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