

ELL and CLD Students in Higher Education

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Definition of CLD

- CLD learners spanning a continuum from recent immigrants to acculturated individuals whose culture background, environment and experiences encompasses more than the mainstream American experience and who are citizens or permanent residents of the USA.

Definition of ELL

- EL Learners: Those who come to the USA to attend American colleges and universities, whose prior learning experiences have been in another country's educational system and who may or may not decide to return to their native country upon completion of their degree.

Definition of Bilingual Language Learning

- Bilingual development depends on each learner's individual communicative experiences in the first (L1) and second language (L2), including context modalities and language use practices throughout life (Grosjean, 2004 in Centeno's text, p. 46).
- In addition, bilingual people's discourse generally shows special expressive features reflecting individual acquisition history in each language and conversational routines typical of language-contact situations.

Illustrations of ELL Students in CDIS Program at OLLU

- Vietnamese: Academic strength/accented speech production
- Malaysian: Mixed academic and clinical strengths
- Indian: Discourse style differences and differences in time of arrival to USA
- Guatemalan: Acculturation levels were high
- Columbian: Arrival as adult/accented English
- Honduran: High level of acculturation and assertive personality features

Differences in Cultural and Linguistic Features

- Cultural practices, norms and conventions
- Dialects and Accents
- Suprasegmental features
- Writing skills
- Oral language skills
- Listening skills

University Perspectives

- Students must learn the specialized practices of academic reading, writing, and speaking that characterize college-level communication.
- Faculty need to learn about and incorporate students backgrounds, build on their competencies, understand their needs and aspirations, and draw on differences among them.

University Perspectives Continued

- Specific approaches to support students: communicating requirements and expectations clearly, using cooperative learning, teaching contrastive awareness between languages and cultures and between disciplinary discourse conventions, linking ESOL courses and disciplinary content, and creating learning communities.

Summary of 20 Ways to Support

- Face to face and online communication to promote
 - A sense of community
 - Perspective of positive interdependence
 - Equal participation
 - Simultaneous interactions
- Class cooperative structures to provide opportunities for
 - Sharing of ideas and opinions
 - Reinforcing of listening, speaking, reading and writing

20 Ways Continued

- Cooperative learning activities and projects to develop
 - Extemporaneous ideas
 - Organization of ideas
 - Voice
 - Perspective
 - Volume
 - Intonation patterns
 - Proposal presentation and critiques

20 Ways Continued

- Developing listening and speaking skills
- Time to share personal stories
- Computer assisted learning for reading and writing
- Training in specialized practices in college level reading, writing and speaking
- (English speakers of other Languages) ESOL content and writing across curriculum and learning communities

20 Ways Continued

- Clearly communicated requirements and expectations
- Contrastive discussions of language, culture and discourse conventions in higher education
- Additional time during high stakes testing
- Translated versions of examinations to student's first language

Sample of Models in Higher Education (Ernest, 1991)

- Focused on aims
 - Authoritarian
 - Utilitarian
 - Content Centered
 - Progressive
 - Social awareness

Continuum of Roles in Higher Ed

- Instructor (O'Connell, 2007) :
 - Sage on the Stage to Guide on the Side
- Student (Ernest, 1991) :
 - Activity to Passivity
 - Dependence to Autonomy
 - Creator of Knowledge to Receiver of Knowledge

Annotated Bibliography

Curry, Mary (2004). UCLA community college review: Academic literacy for English language learners[Electronic version]. *Community College Review*, 32(2), 51-68.

This article looks at the practices that ELL's must learn in terms of academic reading, writing and speaking in order to cope with college-level communication. The study describes the diversity of the learners' cultural backgrounds and aspirations and how the structure of community colleges may affect the success the student has in

learning and using English. Strategies discussed to support ELL's include providing explicit classroom communication, cooperative learning activities, teaching contrastive awareness, linking the ESOL program to disciplinary content and creating learning communities. The author strongly supports the idea that establishing learning communities within a department will establish higher achievement in the use of language.

Annotated Bibliography, 2

Mason, K. (2006). Cooperative learning and second language acquisition in first-year composition: Opportunities for authentic communication among English language learners. *Teaching English in the two year college*, 34(1). Retrieved January 22, 2008, from <http://lion.chadwyck.com>.

This article focuses on the use of cooperative learning in a first-year composition class, as a way of enhancing both written and oral communication among ELL's. The author defines the term, cooperative learning, and then discusses techniques she uses in her composition course to help establish English language skills in second language users.

She discusses in-class cooperative activities which places students in pairs or teams of 4-5 where they share ideas and information as a prelude to an assigned writing task. These small discussion groups provide authentic contexts for meaningful spoken communication and thus help in the development of oral language skills.

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