

Who am I? - Exploring my past, living my present and building my future.

Mónica Marcela Trujillo Ramirez

Every now and then I find myself wondering about my students' backgrounds because all of them come from different countries and have experienced life in different ways. I wonder what reasons lay behind their performance levels, and what ways might be the best to motivate them. I wonder how I can help them learn English in a meaningful way that helps them develop communicative and thinking skills. As a second language teacher I know there are individual factors affecting and playing an important role in language acquisition (which usually takes five to seven years), and that having knowledge of my students' circumstances is a powerful tool for me to help them in their learning of a new language. Like all immigrants they have to overcome linguistic and cultural challenges as they adjust to new lives in new places.

Background

I teach 10th and 11th grade ESL- English as a Second Language classes at West Charlotte High School, one of the 28th high schools in the Charlotte Mecklenburg Schools (CMS) system. Numerically the greatest ESL or ELL (English language learner) population at West Charlotte High is Asian, (Vietnamese) followed by African and then Hispanic. (See figure 1). This information was retrieved from the LEP/ESL Rooster representing the 121 registered/enrolled students at West Charlotte High School as of August 20, 2012.

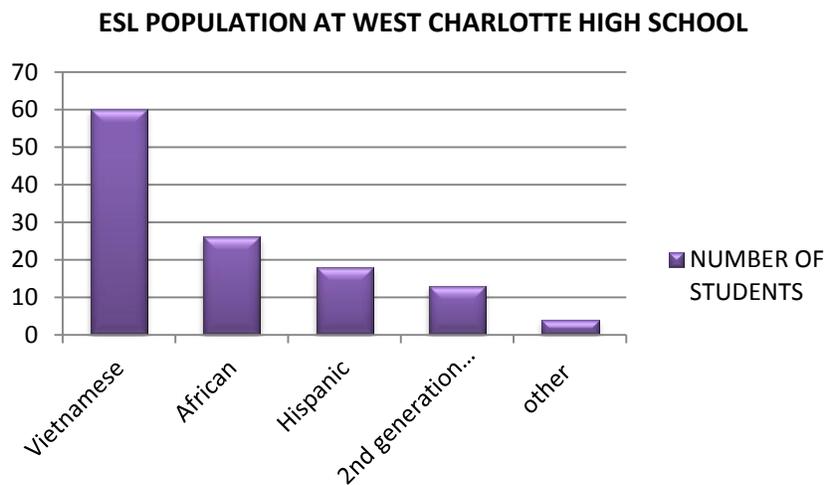


Figure 1

A large number of my students come from Vietnam; they are Montagnards or people from the mountains¹. They constitute different ethnic groups like, Jarai, M'ngong and Muong. African Students come from countries like Somalia, Gambia, Ghana, and Congo. Hispanics are mostly from Mexico and Central America. It is important to mention that most of the ESL students in West Charlotte High School do not only speak their native languages but also speak at least one other language (for example students that speak Vietnamese and Jarai). This bilingualism is an enriching ingredient in the classroom, and has proven to have benefits and multiple advantages in terms of linguistic and metalinguistic abilities, concept formation, reasoning, problem solving and higher order thinking skills, early maturity, character formation, family closeness and improved status in the family. (Valdez & Callahan, 2011)²

ESL teachers have to deal with a great variety of students who often represent an array of cultures, traditions and languages. As noted above it is important to take into account that many of these students already speak multiple languages; however in this document I will speak of second language, making reference to English acquisition. As varied as my classes are students share inquisitiveness about the United States and other countries' cultures and traditions. Most importantly some students are curious about the reasons why they find themselves in this country. This is a starting point to develop a unit on new geographies of immigration. This topic will allow my students to explore and clarify some concepts and issues related to immigration and adaptation. Exploring the concept of immigration and some misconceptions related to it in the classroom, seems to be essential, not only because my students are immigrants and have different perspectives, but also because immigration is a very controversial topic in the United States. It has an effect on the whole nation and has been broadly discussed by different authors that have provided a rich amount of informational text and media that can be useful in understanding this issue in the context of a LEP/ESL classroom.

English language learning classrooms represent very particular environments in which the opportunity for students to share and teach one another about their culture, ways of living and seeing life, is always present. In ESL classes there is always the opportunity for students to communicate meaningfully, discuss different aspects of life and experiences that have shaped them as individuals. However, it is also evident how some students refuse to share their experiences, and sometimes fight against their background, trying to fit into American culture, refusing to speak their mother tongue, denying their roots and forgetting their traditions. Here it is important to mention that this kind of attitude towards the mother traditions is related to one of the major visions of immigrant education in the U.S., the *assimilation view*. Different theorists state that different ethnic characteristics are drawbacks for assimilation to the new culture and immigrants need to “free” themselves from old cultures (Zhou, 1997).³

This view seems to be implanted in this society and thus many children and families perceive it as the way of fitting into the new culture. As an educator it is important for me

to let children know that this is just one way of approaching the adaptation process of life in America. A second view, the *pluralistic*, states that it is necessary to accommodate the old traditions instead of eliminating them and combining these with traits from one's new culture. The embracing of this view promotes mutual respect between schools and immigrant communities, and also helps children to keep a healthy identity and preserve a social and psychological well-being. In spite of their differences, the assimilation and the pluralistic models of immigrant integration agree in two aspects relevant to my students. Firstly, many immigrant groups in the U.S. have been victims of persecution, isolation and stigmatization. Secondly, the understanding of the language, laws, and customs of the host country are important aspects that need to be achieved by immigrants. (Lan Rong & Preissle, 2009) ⁴

At the time immigrants come to this country they tend to have some cultural shocks and the adaptation to the new culture might be more difficult for some people, especially if they do not have some kind of guidance from the new community around them. All immigrants come under different circumstances and for different reasons that might not be understandable or acceptable to others. Some people come to the United States of America seeking religious and political freedom, others family reunification, access to education and job opportunities. Some migrate simply to achieve a better life style. In this respect some students are willing to share their stories. Others are not since they have gone through difficult times and tough experiences. Most of the Vietnamese and African students at West Charlotte High are refugees or come from refugee families, and as such they and/or their loved ones have suffered religious or political persecution and faced war or conflicts in their home countries. They have resettled in the United States, a country that receives them and gives them permanent protection.⁵ According to The Migration Policy Institute in 2010 immigrants from Vietnam came to the U.S. mainly as refugees (Terrazas & Batog, 2010)⁶. 48% of African immigrants came through family relationships, 24% through the diversity visa program, 22% as refugees and asylees, 5% through employment, and the rest through other means. (McCabe, 2011)⁷

Introduction

Even though ESL students have many language limitations, they are, by the end of high school, expected to meet the same college and career readiness expectations as their non ESL peers. By the time ESL students graduate they will attend college classes or get jobs where the ESL distinction does not exist. As such, they will have to demonstrate that they are competent in the English language and possess the same set of 21st century skills as any other person in the job or college market. Besides learning English, in 10th grade students are required to develop critical thinking skills and demonstrate that they are able to comprehend, analyze, compare and contrast various texts. They also need to be able to write arguments, explanations and narratives following an appropriate style.

This unit will be developed with my ESL-English II/level II 10th grade class. This is a class of eight students, two Hispanic, two African, and four Montagnards. These students have very good listening and speaking skills, however their writing and reading skills are low. These students have been in this country for five years at the most and for one year at the least. My curriculum unit needs to reflect the grade specific North Carolina Common Core State Standards-NCCCSS. As the unit develops specific objectives, activities and strategies will be planned in alignment to the NCCCSS and designed to achieve specific goals.

This unit will be based on a process-oriented syllabus for language learning which means that reading, writing, speaking and listening skills are conceived as inherent to the learning process, they provide support in understanding and the activities developed do not approach each skill individually. Through the implementation of the different activities the text or input is used as a source needed in the development of tasks and the language is understood in context (Rost, 1990).⁸ In ESL- English classes content and language are integrated and students are taught following the same standards as regular or non ESL students. These standards are reflected in the NCCCSS for English language arts and literacy in history/social studies, science and technical subjects. As I mentioned before the activities and strategies used in this curriculum unit will be aligned to the North Carolina Common Core State Standards. However this curricular unit has additional specific objectives that will need to be met in a four week time period. The NCCCSS standards approached are:

Reading standards for informational text

- RI1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing Standards

- W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Speaking and Listening Standards

SL1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language Standards

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.⁹

Besides achieving the previously mentioned standards, after the implementation of this curricular unit, students will be able to distinguish different notions and issues associated with immigration and will develop greater sensitivity and understanding of immigrants' life circumstances. Since all my students are immigrants they have their own perception of what it has been for them to go through this process. This unit will help them also better understand the different experiences of their peers. Each student will taking into account present and future implications for their own quality of life, analyzing their families' and their own pushing and pulling factors, adaptation and acculturation, assimilation and integration, as well as their backgrounds and the life style left behind in their home countries. Furthermore, through this unit, students will explore different future opportunities for their life. By analyzing deeply their individual circumstances, decisions that need to be made, steps to take, advantages and disadvantages, strengths and weaknesses, family support and job opportunities, students will plan and picture what their lives will look like in five to ten years. Sharing this with others in the classroom, will help develop an appreciation of where their experience fits within the range of immigration experience.

Content objectives

In respect to educating immigrants, Lan Rong & Preissle maintain that “multicultural education for pluralistic tolerance will also help society to develop a constructive social atmosphere, as well as support children in developing healthier social and cultural identities”. I consider this curricular unit as a step towards this kind of pluralistic education which I believe is lacking in this society. My objectives further aim to develop cultural understanding. These are the specific objectives to develop in my curricular unit:

1. Generate awareness and ownership of the students' own immigrant stories by developing interviews and projects that explore in depth their own families' immigrant circumstances. It is very interesting to realize that some of my students

- do not recognize the specific reasons and conflicts that brought them to the United States.
2. Develop sensitivity and understanding to the circumstances of all immigrants by exploring and discussing different types of texts that expose the various challenges that immigrants face. Students need to recognize that each immigrant embodies different histories, traditions, cultures, skills, values and beliefs.
 3. Explore and interpret different concepts and data that reflect the immigrant situation in the United States and North Carolina, specifically by reading and analyzing a variety of texts that explain the dynamics and experiences of immigration in these contexts.
 4. Recognize that immigrant students have control of their present and their future by comparing and contrasting different aspects of education in their home countries and America.

Rationale

The United States of America is a country that has been characterized by having very high immigration levels for long periods of time. This is a phenomenon that has influenced and affected American society in different aspects. Education in schools has been highly impacted since schools are seen as the providers of services that assist newcomers to adapt and integrate into their new communities. According to Lan Rong & Preissle “The successful adaptations of each wave of immigrants and their children depend on the society’s response to newcomers, and especially on the effectiveness of the U.S. educational system...U.S. schools have traditionally been expected to provide education and many other services to immigrant children with a view of integrating them fully and rapidly into U.S. society”.¹⁰

Immigration in the United States

It is understood that everyone in America is either a descendent of an immigrant or an immigrant, except for the Native Americans and people who were obliged to come by enslavement. (Long and Preissle)¹¹ Immigrants can be defined in terms of generational status: the first generations are the foreign-born (parents), the second generations are the U.S. born with foreign-born parents (children), and the third generations are U.S. born grandchildren. Usually, assimilation to American life is measured in terms of generations and is characterized by varying levels of socioeconomic status, spatial concentration, language assimilation and intermarriage. In accordance with the assimilation model, in terms of language, the immigrant or first generation learns some English but the dominant language is the mother tongue, the second generation is bilingual and the third generation immigrants commonly speak only English. In terms of intermarriage which is seen as the ultimate proof of assimilation, there are higher rates of intermarriage among native-born than the foreign-born. In general, sociological research shows that

immigrants are being successfully absorbed or assimilated into American society. (Waters & Jimenez, 2005)¹²

The United States have experienced different waves of immigration that have affected the country's demographics, economy, education, population, etc. There have been four waves of immigration. The first one took place before 1820 and most immigrants were British and northern European. The second, from 1820 to 1860, is characterized by mostly Irish and German immigrants. The third wave, from 1860 to 1914 saw mostly southern and east European immigrants. The most recent wave started in 1965 with mostly Hispanic and Asian (Long & Preissle). Throughout history these waves of immigration have been characterized by different economical, political and social climates that have influenced the dynamics of immigrant settlement and adjustment in different ways. These waves have also created in the country the need to incorporate foreign-born or immigrants in the American culture and also the need for existing communities to adjust to these newcomers that arrive with immediate needs like housing, job, school and health services.

Historically, many immigrant families have gravitated to urban gateways which serve as the immigrants' first point of residence in the United States. Settlement in these places provides them with co-immigrant connections, affordable housing, near-ample work, and access to schools for their children. According to The Brookings Institution, however, by the year 2000 more immigrants resided in suburbs rather than cities and the growth in these suburbs exceeded that experienced in the cities. Moreover, it was found that the most recent newcomers, those coming from Mexico and Asia were poorer than the native-born population, had low English proficiency and lower rates of U.S. citizenship. (Singer, 2004) This influx of such immigrants into the suburbs of both traditional and non-traditional gateways has transformed the population in these areas which are increasingly characterized by a multiethnic profile that has impacted, among other things, suburban schools.

These characteristics are thought to be possibly indicative of a new trend, one that is unquestionably evident in the growing population of Asian and Hispanic students in suburban schools like West Charlotte High. Typically immigrants move from traditional gateways for economical opportunities to places where there is a high demand for low wage employment. A good example of this is Charlotte, NC - a city that recently has been characterized by immigration. During 1990 and 2000, the city experienced rapidly growing immigrant populations who settled especially in two areas, the east side around Central Avenue and the south side along South Boulevard.

Immigrants come to this country for specific reasons, with different life stories, needs, educational backgrounds, socioeconomic levels, languages, traditions, culture, religion, ethnicity, etc. Therefore teaching this population is extremely challenging and poses the need for teachers to develop the ability to explore students' and families'

cultural backgrounds and to identify teaching and learning strategies to suit the distinctive needs of immigrant students. When talking about immigrants, we can mention different types. Some are refugees, individuals who have gone through shocking events in their lives, they have been forced to leave their home countries and are given legal entry and support services in a host country, in this case the United States. The office of refugee resettlement stated in 2005 that more than 1.8 million refugees have resettled since the 1980's in the U.S. Temporary visitors get temporary U.S. residence and come for employment or educational purposes. Migrants and seasonal workers are a type of temporary visitors that, motivated by economy, move most commonly seeking agricultural job opportunities. Documented immigrants are those who reside in the U.S. with formal approval from the federal government. This translates into being able to access services and in some cases support the immigration process. If immigrants arrive in the U.S. without such approval and documentation they face the risk of deportation and inaccessibility to different services. Many undocumented immigrants have endured traumatic experiences in order to arrive in the U.S. According to the U.S. Census Bureau unauthorized immigrants represent about four percent of the nation's inhabitants. (Valdez & Mallahan, 2011).

Education of immigrant children

Learning English is essential for immigrant children to integrate to the new culture, to be successful in school and also in future jobs. The importance of learning English for these children is undeniable in terms of their eventual success and accessibility to different services. When immigrants arrive in this country, the language barrier is usually the first obstacle they face. Lan Rong and Preissle (2009) claim that "learning English is the first step toward participating in the life of the larger community, getting an education, finding a job, obtaining health care or social services and applying for citizenship". Thus, language acquisition is an important aspect or "prerequisite" for immigrants integration and social acceptance, hence it is reflected in federal education policies.

In the PUBLIC LAW 107-110—JANUARY 8, 2002¹³ 115 STAT. 1689 we find the section TITLE III—LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS. The "English Language Acquisition, Language Enhancement, and Academic Achievement Act" explain the purposes of this law as follows:

SEC. 3102. PURPOSES.

“(1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

“(3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited

English proficient children and serving immigrant children and youth...

“(8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring—

“(A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and “(B) adequate yearly progress for limited English proficient children, including immigrant children and youth...and

“(9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

The previously mentioned points are the foundation for nation and state wide language acquisition program development for limited English proficient children, and schools have to make sure these programs are carried out successfully according to the respective regulations. As we can see immigrant education policy focuses on helping children learn English given that this is a seminal aspect for the adaptation and integration into American culture. When immigrant children come to the U.S. they need to be enrolled in school. In Charlotte, Mecklenburg immigrant students first go to the CMS international center (IC). “The International Center is the resource and intake center for all students whose first or primary language is not English”¹⁴. At the IC their English language proficiency is tested so they can be classified according to their language levels and have access to ESL (English as a Second Language) services in their respective schools.

The language proficiency levels are defined in terms of Can Do Descriptors: Entering, Beginning, Developing, Expanding and Bridging. “North Carolina is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium and utilizes their tests to assess the language proficiency of North Carolina students”¹⁵. (See annex 1). Students can also be classified as LEP (Limited English Proficient) and some, are also classified as SIFE (Students with Interrupted Formal Education) or as students with no education at all in their home countries. Students are to receive ESL services until the yearly ACCESS assessment (The Assessing Comprehensive and Communication in English State-to-State for English Language Learners) score shows a high language proficiency level sufficient to allow them to exit the ESL program.

Second Language Acquisition-SLA

As ESL teachers start their training at college they begin to analyze theories in order to decide on the best approaches for teaching a second language or L2, certainly we all

have realized there is not just one right method, formula or theory that completely explains second language acquisition. SLA research has provided different ideas, approaches and interesting discussions and hypotheses that continue to enrich and enlighten this fascinating topic. For my teaching practices through this unit, I mainly take into account two main theories. The first was developed in the 1980's, *Krashen's input hypothesis*, based on mother tongue or L1 acquisition. The second, *Swain's output thesis* is based on immersion teaching. These two theories have contributed immensely to the field and are essential to SLA since they take into account two aspects that are seen today as determining in L2 acquisition: Input and output.

Researchers have tried to explain SLA from different perspectives or disciplines like linguistics, psycholinguistics and sociolinguistics among others. Some focus on our innate abilities and systems in language acquisition, some on the environment and context and others have put these two views together. Undoubtedly, the development of literature concerning L1 through time has influenced L2 as well, and even though many theories have failed to explain and answer all the questions related to language acquisition they have contributed to the understanding of SLA. Among these, we have the sociolinguistic theories (focuses on the role of environment), the linguistic theories (focuses on the language being learned) and the cognitive theories (focus in internal representations of the language).

One of the most influential perspective, classified under the cognitive models, is the creative construction theory (made up of five hypotheses) developed by linguist Stephen Krashen and exposed in his book "Principles and Practice in Second Language Acquisition" published in 1981. Here the main ground of second language acquisition is comprehensible input. This theory maintains that learners construct internal representations of the language they are learning in predictable stages and they are seen as mental pictures of the L1 or L2. The learner does not need to produce language in order to acquire it, but requires the exposure to comprehensible input, which is the language information data the learner is exposed to and that is beyond the level of the learners competence, this is represented by Krashen as $i+1$. "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now". (p 21) While the unit is carried out, this theory is going to be taken into account in the sense that students will be provided with comprehensible input and also with language that is above their proficiency levels. In order for students to be able to produce, they will need to comprehend and apply concepts learned in class. For this unit, different kinds of input are going to be used such as readings, picture books, movies documentaries, guest speakers, and explanations from the teacher.

Krashen argues that there are two different processes that take place when people learn a language. *Acquisition* is a subconscious process in which "language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication". *Learning* refers to the

“conscious knowledge of the L2, knowing the rules, being aware of them, and being able to talk about them”. (p10) Closely related to learning we find the monitor hypothesis, this is the editing of language performance by means of an internal monitor that makes use of learned knowledge and that requires sufficient time, focus on form and knowledge of rules to be used by the learner after or before the utterance. Moreover, Krashen points out the role of affective factors in SLA and talks about an *affective filter*, which controls the quantity of data or *input* that is transformed by the learner into processed and assimilated information or *intake*. (p 57-58) This affective filter is essential in SLA and as an educator I am aware that L2 students need to create affective bonds with the teacher in order to be motivated and confident when developing activities in the classroom, especially when they might feel scared and anxious about making mistakes.

On the other hand, the *Comprehensible Output theory* (CO) was proposed by Merrill Swain in 1985. This theory focuses on output (defined as a communicative and cognitive activity) as a fundamental factor that facilitates the learning of the target language. Output is an important aspect of SLA, and is related to the production of speaking and writing skills. Taking into account this important factor in SLA, throughout the unit students will be given the opportunity to produce language in written and spoken form. There is going to be a series of discussions in the classroom, formulation of questions and interviews with family members and friends, written reports, autobiographies, narratives and oral presentations.

According to Swain, when learners produce language they become aware of language gaps, they experiment with the language and show linguistic growth. Learners acquire the L2 when they produce language. When learners try to transmit a message and there is a lack of knowledge or language gap that prevents the message to be understood, there must be negotiation of meaning, interaction or *collaborative dialogue* in order for the recipient to understand the message. Thus, learners are pushed beyond their current level which makes them process their language more deeply with more mental effort than input does. (Swain, 2000)¹⁶ This theory proposes three functions of output: firstly, *noticing*, the learners do not know how to express a thought or idea in the moment of speaking so they notice there is a gap in their language. Secondly, *hypothesis testing*, when the learners speak there is a hypothesis behind it and they expect feedback from the receptor. And thirdly, the *metalinguistic function* by which learners internalize and control linguistic knowledge by reflecting upon the language they are learning. (p57) Taking into account this theory, ESL teachers need to provide students with as many opportunities as possible for them to process language and thus acquire it. Consequently, these are the foundations for my curricular unit.

ESL and Teaching Strategies

Brainstorming and questioning

These activities will help the students to anticipate the concepts and ideas they will be working on throughout the unit. Brainstorming and questioning will be used often as a warm up to new topics. White & Arndt (1992) discuss the process of “Generating” in writing, composed by brainstorming, using questions, making notes, and using visuals. They talk about the importance of brainstorming since it engages in thinking without inhibition and it is an effective way to get ideas flowing. For example, as we start talking about immigration, students will have to brainstorm ideas on this topic or specific questions and organize them in a mind map. This approach will, activate previous knowledge and let ideas flow.

Analyzing media

Analyzing media is one important component in the NCCCSS. Students need to be able to analyze, integrate and evaluate information presented in different formats. In this unit students will examine different aspects of immigration in the documentary “God Grew Tired of Us: The Story of the Lost Boys of Sudan” directed by Christopher Dillon Quinn & Tommy Walker (2006) and the movie “A better life” directed by Chris Weitz (2011). For media analysis I will apply the Blooms’ taxonomy of cognitive process. The purpose of this taxonomy is to help students in the development of intellectual abilities. There are six thinking processes in Blooms’ taxonomy that start from the simplest one to the most complex. These are: Remember, understand, apply, analyze, evaluate and create. Each category has specific objectives, model questions and instructional strategies. This taxonomy was adopted by the project Expediting Comprehension for English Language Learners (ExC-ELL). Training on ExC-ELL strategies has been provided to CMS ESL teachers in order to improve reading levels.¹⁷ I will use Blooms’ taxonomy cognitive processes to guide students into the formulation of higher order thinking questions. I will model the questions by using the following examples.

What is the function of...?
What is a fact?
What is an Opinion?
What assumptions...?
What statement is relevant?
What motive is there?
What conclusions?
Make a distinction.
State the point of view of...

What is the premise?
State the point of view of...
What ideas apply?
What’s the relationship between?
The least essential statements are...
What’s the main idea?
What inconsistencies, fallacies?
Implicit in the statement is...¹⁸

Interviewing

Students will design interviews to gather specific information from their parents and relatives. The interview’s purpose is for students to explore their families’ backgrounds, focusing on the emigrant-immigrant experience. To develop this exercise, students will

be instructed to use Bloom's taxonomy of cognitive process model questions. Students have this model and they will choose which questions to ask.

Writing autobiographies or memoirs

Writing about themselves in a retrospective manner will allow students to reflect about their lives, experiences and explore personal characteristics, traditions and beliefs. Moreover, this strategy will provide support in answering the question *Who am I?* Students will not only write their autobiography or a memoir related to their immigrant experiences but will also integrate it with a project using photo story. It is up to the student to choose what to write, an autobiography or a memoir.

Writing Narratives

This is another component in the NCCCSS for the writing standards; students will be able to write narratives of real experiences. Students will have to write a narrative of a "survivor". They can write the story of a person who lived a situation that led him/her to be considered survivors. All my students will be able to narrate a story of a person/relative who "survived" any kind of issue related to immigration.

Group discussion and Cooperative learning

Students will discuss different immigration issues. Engaging students in discussion is a motivating factor for them to share some of their experience as immigrants and to consolidate their knowledge and deeper understanding of the topic. Typically language learners are expected and allowed to work in pairs or groups in order to get extra support and help; this strategy expects the participants of the group to contribute to the achievement and development of the different tasks assigned. For instance, in class discussions, students will work in groups first and then report the outcome to the whole class. There will be a group leader and time keeper, a recorder and a presenter.

Classroom activities

Through the development of the unit, different activities are developed in order to achieve NCCCSS and specific objectives for the unit. This curriculum unit will be developed in a four weeks time period, and will be grounded on students' previous knowledge and experiences as immigrants. All the activities developed are connected to what they already know about the topics to enable them to make connections with the new knowledge. They read non-fictional text, see a movie, watch a documentary, carry out interviews, write reflections, narratives and life projects, autobiographies or memoirs, and produce a video.

Week 1

Day 1 and 2

Introduction for the unit: presentation of specific objectives, assignments throughout the unit and expectations. Then, students discuss in small groups the following concepts: citizen, legal resident, immigrants, emigrants, refugees, aliens and documented and undocumented immigrants. As a class we get to a commonly agreed upon definition of the concepts and use them by giving examples. In groups of three students discuss the opening question to the reading: What if your government declared you the enemy? They are given around ten minutes and then they report to the whole class the points made in their discussions.

We are going to read a memoir, so I introduce it by talking about the background and the author. We read aloud and/or listen to the recording of “Farewell to Manzanar” a memoir by Jeanne Wakatsuki Houston and James D. Houston, found in the English 10th textbook Holt McDougal literature, Common Core Edition, unit 9. This reading will not be finished in one day; because of its length it takes two classes to read it. ESL classes cannot go at the same pace as regular classes even though we are using the same textbook, ESL classes are flexible and developed according to students’ needs and language levels. As we read we stop every two paragraphs to clarify understanding by making students retell the events shortly in their own words and asking comprehension questions.

To start the class during day 2, students remember specific details about what was read the previous day in “Farewell to Manzanar”. Students will use Bloom’s Taxonomy “remember process” model questions. Students formulate 5 “Remember questions” (they use what, where, how, when, who, how many, why). They read the questions aloud and choose another student to answer. After remembering details from “Farewell to Manzanar”, we resume the reading following the same methodology from the day before. When finished, in pairs, students answer the after reading comprehension questions, text analysis and text criticism sections of the book.

Day 3

As a starting activity that aims to activate previous knowledge, students brainstorm about immigration. For the warm up they create a mind map using all the words and information they know about this topic. Then students are introduced to the concepts of resettlement, receptivity, integration, assimilation, pushing and pulling factors, first, second and third generation, this is done through examples and visuals given in a power point presentation that tells the story of an immigrant and that includes all the new vocabulary. This power point also has relevant immigration information and data about the U.S. As each word is introduced students repeat it and then use them in examples given orally. While students are being taught the new vocabulary, they make individual flashcards with the word on the front of the card and the definition/example on the back.

Students are asked to plan an interview for a relative, for this task I will first model a short interview by inviting an immigrant guest speaker to the class that will share her experience with us. At the end of the interview each student is going to be allowed to ask questions to the guest speaker. Afterwards, students will work in groups of three in order to formulate the questions for their parents' interviews. This interview is about their parents' immigration experiences from the moment they left their home countries until now. Students work in groups in order to help each other building the questions and make sure they are using the appropriate structures.

As a homework assignment, they will interview their parents and if their grandparents live here, they will also interview them. They will have the remainder of the week to work on their interviews. They will have to record or video record the interviews, most of these interviews are going to be in the students' mother languages given that most of their parents do not speak English, therefore they will have to make a written report in English about the interview to present to the class.

As an extra activity or homework students will also find a person that can be considered a survivor to an immigration experience to conduct an interview. This is a person who has gone through a life threatening experience at the moment of immigrating. This interview will be the support to their narrative which is the writing assignment for the following week. The interviewee can be a friend, a family member, a teacher, etc. Students will need to record the interview and have the file saved on a flash drive so they can watch it as they write the narrative.

Day 4

To start the class students discuss in pairs the following questions: What does it mean to have a better life? What do you think your family does with the purpose of having a better life? What can you do now to have a better life? What do you need in order to have a better life? They write a list of at least five things they consider important taking into account their priorities. As a class we discuss and come to a conclusion. Afterwards we watch the movie "A better life" directed by Chris Weitz (2011). In this movie students will be able to see various situations some Hispanic immigrants go through when living in the United States. Specifically they will see the case of a single father that is struggling to encourage his teenage son to pursue the opportunities that he never had and to have a better life.

Students develop a worksheet in which they have to complete a chart with the following information: introduction, rising action, climax, falling action and resolution, analyze characters' motivations, internal and external conflicts, analyze setting - resettlement place, receptivity- community, pushing and pulling factors, integration and assimilation process of the two main characters. While we watch the movie I pause it at

certain times to allow students to clarify understanding, predict and complete information in their charts.

Day 5

We finish seeing the movie “A better life” following the same methodology. Students answer specific questions about the movie and we discuss issues found in the movie related to the immigration process. Students also finish their charts and then write a reflection on what they learned by watching the movie. This reflection will answer the following questions:

What was my previous knowledge about this? What is this film about? What does it mean? What is being observed or examined? What are the most relevant aspects? How can it be compared to other situations or to my personal experiences? What have I learned from this? Why does it matter to me? How does it affect me or my family? What can I do about this?

Homework: Bring interviews and start structuring the narrative of the survivor.

Week 2

Day 1

Students share some of the findings in the interviews conducted previously at the beginning of the class. They write a two page narrative of a survivor (the person they interviewed). They will be taken to the computer lab so they can type their narratives and use the interview video as support for their writing. They should have the video saved in a memory drive. When they finish their narrative, students reread aloud what they wrote to another classmate for peer correction/feedback. When corrections are made they print the draft so the teacher can give feedback and suggest necessary changes.

Day 2

Students finish writing the narratives. Proof-reading and editing process takes place. Students print the final narrative and read it aloud in the classroom. Classmates give feedback and opinions on the narrative.

Day 3

We read the book “Voices of Sudan” written by David Johnson and published in 2007. As we read it aloud in class we interpret graphic aids, analyze the pictures and what they show. Also we will analyze tone, point of view, author’s purpose and perspective.

Homework: Students research conditions and life in a United Nations refugee camp and write a two paragraph report.

Day 4

To start the class we go over the homework and students share what they found out about life in the United Nations refugee camps. We will watch the documentary “God Grew Tired of Us: The Story of Lost Boys of Sudan” directed by Christopher Dillon Quinn & Tommy Walker (2006). Before this, students make inferences about the topic of the documentary by reading the title and watching a picture related to it. This documentary shows how some of the lost boys who lived as refugees in a United Nations Refugee Camp adapt to their new lives in the United States. As they watch the documentary students take notes of important details. As we watch “God Grew Tired of Us: The Story of Lost Boys of Sudan” students will consolidate previous knowledge and will be able to make connections with the book “Voices of Sudan” and the movie “A better life”.

Day 5

We finish watching “God Grew Tired of Us: The Story of Lost Boys of Sudan”. Then students write a reflection on what they learned by watching the documentary. This reflection will answer some questions from the previous week on day 5, and also they will design a chart about the movie “A better life” in comparison with this documentary. They compare characters’ motivations, setting - resettlement place, receptivity-community, pushing and pulling factors, integration and assimilation process. Homework: Start collecting family pictures and info for photo story project.

Week 3

Day 1 and 2

During this week students will make a life project and also an exploration of different possibilities for their future after graduation in a five to ten year plan. Students will build a plan in which they depict their aptitudes and resources. Students will anticipate their future and establish specific goals to meet. This life plan will integrate different aspects such as background, personal knowledge, search for information and possibilities to achieve goals, study of personal and family circumstances, interests and abilities.

Students design a life plan in which they take into account their strengths and weaknesses, people who have influenced them and how, family background, interests, important events that have affected their lives, achievements and failures, important decisions made up to now, personality and physical characteristics, emotional and spiritual life, motivations, obstacles, changes that need to be made, dreams, objectives, decisions that need to be made in order to achieve their objectives and how they are going to do it. They need to picture themselves in five to ten years and develop a personal, professional, labor, health and sentimental projection for the future. They write their life plan and summarize it in a power point presentation with hyperlinks.

If possible we might use internet tools like Prezy or Vimeo instead of Microsoft Power Point.

Day 3

Students share their life plans with the class through a mind map that summarizes the most important aspects. They will make ten minutes presentations about their life plan for the whole class, they will show their plans and other classmates are going to ask questions and give feedback.

Day 4

The school counselor is invited to the class to talk about different institutions that provide scholarships, educational opportunities and the steps to gain access to different programs.

Day 5

Students make a deeper exploration on a field that they are interested in. Students are taken to the computer lab. Here they can research about specific colleges and careers, universities, technical institutes or job opportunities after graduation. They will prepare a short presentation for their classmates on field they have chosen to explore. Students make presentations.

Week 4

Day 1 and 2

Students write their autobiographies or memoirs, they will choose what to write. They will be taken to the computer lab so they can type their assignments. Students are going to be given the guidelines with the information expected in the biographies and will have guidance from the teacher as they write it. In their biographies they will have to mention people who have influenced their lives and how, identify interests since a young age, and address important events and decisions made and successes and failures up to date. They will also have to use specific vocabulary related to immigration learned in previous classes. Students print their drafts so the teacher can suggest changes and make corrections. During the second day students proof-read and edit their writing assignments. Students print their assignments.

Day 3 and 4

Students are assigned to develop a project called: Who am I? Exploring my past, living my present and building my future. This project will be a compilation of different information gathered throughout the unit and is considered as the units' outcome.

Students will use information from their interviews, family pictures, music files, autobiographies, research, college exploration and life plan. Students need to make sure their projects are saved on flash drives to ease presentation and access to files. Students work on the photo story project in the computer lab. If photo story is not available they can use windows movie maker, and also add some videos they might consider relevant to their projects. The following day students continue to work on the photo story project in the computer lab, the teacher gives feedback and necessary corrections are made before the final presentation.

Day 5

Students present their final projects to the whole class. Classmates and teacher give feedback .This day some guests teachers and students attend the presentations.

Resources

1. Bibliography

Calderón, Margarita. *Teaching Reading to English Language Learners, Grades 6-12. A framework for Improving Achievement in the content Areas*. California, Corwin Press, 2007.

Calderon's book offers multiple strategies to help students acquire and improve reading skills. Specifically, for my unit this book is useful since provides instruction on how to use Bloom's taxonomy and gives students the model to write different kinds of questions directly related to specific thinking processes.

Charlotte-Mecklenburg Schools, accessed October 28, 2012,
<http://www.cms.k12.nc.us/cmsdepartments/ci/esl/ic/Pages/default.aspx>

This website offers general information about CMS International Center which role is to provide linguistically diverse students with access to educational programs offered by CMS. This website provides critical information related to the ESL population.

Charlotte-Mecklenburg Schools, accessed October 28, 2012,
<http://www.cms.k12.nc.us/cmsdepartments/accountability/cfss/Pages/StateTestingTeam.aspx>

This website presents comprehensive information about CMS International Center testing system for linguistically diverse students. This website provides critical information related to the ESL population.

Common Core State Standards for English Language arts and Literacy In History/Social Studies, Science, and technical Subjects, accessed October 28,
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

This website presents the North Carolina Common Core State Standards for English Language arts. These are some of the standards I aim to achieve in my unit.

Krashen, Stephen. *Principles and Practice in Second Language Acquisition*. Second edition. University of California, 1981, accessed October 28, http://www.sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf
Krashen's book presents one of the most influential theories on Second Language Acquisition. His theory is one of the foundations for my teaching practices in the classroom.

Lan Rong, Xue and Preissle, Judith. *Educating Immigrant Students in the 21st Century*. Corwin Press, 2009.

This book explains in a comprehensive way issues and aspects related to the education of immigrant children. It offers important data collected in different research conducted on the immigrant population across the country.

Merril Swain. The output hypothesis and beyond: Mediating acquisition through collaborative dialogue in Sociocultural Theory and Second Language learning, Lantolf, J. (p 97-112). (Oxford University Press 1985; 2000), accessed October 26, <http://eslenglishclassroom.com/Art-02.pdf>
Swain's book presents one of the most influential theories on Second Language Acquisition. His theory is one of the foundations for my teaching practices in the classroom.

Migration Policy Institute. "*Migration Information Source*", accessed October 28, 2012, <http://www.migrationinformation.org/Feature/display.cfm?ID=912>
This article explains some issues on refugee Resettlement Needs in different countries. In my unit this article provides relevant data about the population I work with in West Charlotte High School.

Migration Policy Institute. "*Migration Information Source*", accessed October 28, 2012, <http://www.migrationinformation.com/USFocus/display.cfm?ID=799>.
This article talks about Vietnamese immigrants in the United States. This article provides relevant data about the population this curricular unit is concerned with.

Migration Policy Institute. "*Migration Information Source*", accessed October 28, 2012, <http://www.migrationinformation.com/USFocus/display.cfm?ID=847>.
This article talks about African Immigrants in the United States. In my unit this article provides relevant data about the population I work with in West Charlotte High School.

PUBLIC LAW 107-110—JAN. 8, 2002, accessed November 15th, <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

This website contains a section of the No Child Left Behind Act of 2001 related to language instruction for limited English proficient and immigrant students. This concerns the population I work with.

Rost, Michael. *Listening on a Language Curriculum, in Listening in Language Learning*. (London: Longman, 1990).

This article provides relevant information on syllabus types for second language instruction.

Valdez , Verónica E. and Mallahan Rebecca. “Who is Learning Language(s) in Today’s Schools?” *Handbook of research on teaching the English language arts*. New York: Routledge, 2011.

This article discusses some aspects related to the education of immigrant kids and data about the immigrant population across the country.

Waters, Mary C. and Jiménez, Tomás R. *Assessing Immigrant Assimilation: New Empirical And Theoretical Challenges*. Massachusetts: Cambridge, 2005.

This study offers a comprehensive analysis of data concerned to assimilation of immigrants in the U.S.

Zhou, Min . *Growing Up American: The Challenge Confronting Immigrant Children and Children of Immigrants*. Annual review of Sociology, Vol. 23. 1997.

This article discusses different aspects of education of immigrant children and provides essential information on the population I work with.

2. Reading list for students

Johnson, David. *Voices of Sudan*. Seoul, South Korea: Elevate, 2007. This picture book shows the Sudanese’s terrible life conditions caused by the armed conflict in south and western Sudan.

Allen, Janet. “History, Culture and the Author”. *Holt McDougal literature*. Common Core ed. Orlando, Fla: Holt McDougal/Houghton Mifflin Harcourt, 2012.

“Farewell to Manzanar” is a memoir in which the author tells how she was forced to live in the Manzanar internment camp and her experiences there.

3. Materials for classroom use

English 10th textbook: Holt McDougal literature, Common Core Edition, unit 9.

“Farewell to Manzanar” by Jeanne Wakatsuki Houston and James D. Houston: Japanese Americans are thought to have intentions to be disloyal to America during the World War II, therefore all this population is relocated in camps for the duration of the war. In this

memoir the author tells how she was forced to live in the Manzanar internment camp and her experiences there.

Movie “A better life” directed by Chris Weitz (2011): This movie presents the struggle a single dad has to face as an undocumented immigrant trying to succeed and raise his teenage son in United States.

Book “Voices of Sudan” written by David Johnson (2007). This picture book shows the Sudanese’s terrible life conditions caused by the armed conflict in south and western Sudan.

Documentary “God Grew Tired of Us: The Story of Lost Boys of Sudan” directed by Christopher Dillon Quinn & Tommy Walker (2006): This documentary follows the story of some Sudanese boys who are given the opportunity to start a different life in the United States after living in a United Nations refugee camp for about ten years.

Guest speaker: This is going to be a model interview with an immigrant guest, conducted by the teacher. The interview will focus on the immigration experience and students will be able to ask questions of the guest as well.

School counselor: the counselor provides students information about career and scholarship opportunities.

Cameras and video cameras: these are needed for students to record their interviews.

Computer lab or laptops: students will use Microsoft word, Microsoft Power Point, Photo Story/Movie Maker.

Index cards: are used for vocabulary

Printer

Flash drives

Annex 1

6



CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions

Level 6 - Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures

Level 6 - Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

7

¹ Montagnards are the indigenous inhabitants of the mountains of Vietnam.

² Verónica E. Valdez and Rebecca Mallahan. Who is Learning Language(s) in Today's Schools? Handbook of research on teaching the English language arts.(New York: Routledge, 2011), 3.

³ Min Zhou. *Growing Up American: The Challenge Confronting Immigrant Children and Children of Immigrants*. (Annual review of Sociology, Vol. 23, 1997), 71.

⁴ Xue Lan Rong and Judith Preissle, *Educating Immigrant Students in the 21st Century*, (Corwin Press, 2009), 14-16.

⁵ "Migration Policy Institute. Migration Information Source", accessed October 28, 2012, <http://www.migrationinformation.org/Feature/display.cfm?ID=912>.

⁶ "Ibid", <http://www.migrationinformation.com/USFocus/display.cfm?ID=799>.

⁷ "Ibid", <http://www.migrationinformation.com/USFocus/display.cfm?ID=847>.

⁸ Michael, Rost. *Listening on a Language Curriculum, in Listening in Language Learning*. (London: Longman, 1990), 223.

⁹ "Common Core State Standards for English Language arts and Literacy In History/Social Studies, Science, and technical Subjects", accessed October 28, http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

¹⁰ Xue Lan Rong and Judith Preissle, *Educating Immigrant Students in the 21st Century*, (Corwin Press, 2009), 2-5.

¹¹ Ibid,1.

¹² Mary C. Waters and Tomás R. Jiménez. *Assessing Immigrant Assimilation: New Empirical And Theoretical Challenges*. (Massachusetts: Cambridge, 2005) 106-110.

¹³ "PUBLIC LAW 107-110—JAN. 8, 2002" accessed November 15th , <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

¹⁴ "Charlotte-Mecklenburg Schools," accessed October 28, 2012, <http://www.cms.k12.nc.us/cmsdepartments/ci/esl/ic/Pages/default.aspx>.

¹⁵ “Ibid”,

<http://www.cms.k12.nc.us/cmsdepartments/accountability/cfsss/Pages/StateTestingTeam.aspx>.

¹⁶ “Merril Swain. *The output hypothesis and beyond: Mediating acquisition through collaborative dialogue in Sociocultural Theory and Second Language learning*, Lantolf, J. (p 97-112). (Oxford University Press 1985; 2000)” accessed October 26, <http://eslenglishclassroom.com/Art-02.pdf>

¹⁷ Margarita Calderón. *Teaching Reading to English Language Learners, Grades 6-12. A framework for Improving Achievement in the content Areas.*(California, Corwin Press: 2007), 58-59.

¹⁸ “Ibid”, 58-59.