



CATHOLIC LEGAL
IMMIGRATION
NETWORK, INC.

Catholic Legal Immigration Network, Inc

CLINIC

The Mechanics of English Language Learning

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Maggie LeLeaux
Dr. Pat Maloof
Leya Speasmaker

Organization

Speakers

Maggie LeLeaux, Program Director,
Migration and Refugee Center at Catholic Social &
Community Services of Biloxi

Dr. Pat Maloof,
Grants Development Officer

Leya Speasmaker,
Field Support Coordinator,
Capacity Building Section

CLINIC's Mission

To enhance and expand delivery of legal services to indigent and low-income immigrants principally through diocesan immigration programs and to meet the immigration needs identified by the Catholic Church in the United States.

CLINIC's Services

- Capacity Building
- Training and Technical Support
- Religious Immigration Services
- Advocacy
- Immigration Initiatives and Projects

Immigrant Integration

Benefits:

- Citizenship
- More civic participation (voting)
- Better jobs
- More interaction in child's education
- Home ownership
- Family reunification
- Security

Webinar Goals

This Webinar will:

- Explain how the adult brain learns;
- Examine what challenges an ELL faces in and out of the classroom; and
- Address how a program might overcome these obstacles.

Terminology

- ESL, ESOL, ELL, EFL
- NEP & LEP

U.S. English Language Learners

- In 2008, 19.64 million people identified themselves as LEP.
- Adult ELLs were 44% of total adult ed. programs nationally in the 2003-2004 school year.
- 74% of CA and 80% of Nevada

ELLs in the United States

- 24.5 million speak English less than “very well” (44.2% of total population who speak a language other than English at home). (ACS 2007)
- In 2008, 27.1 percent of adult foreign-born *had* a bachelor's degree or higher. (MPI)
- In 2008, 32.5 percent *lacked* a high school diploma. (MPI)
- 60% of all foreign-born came to the U.S. over 19 years of age. (<http://nces.ed.gov/pubs2009/2009034.pdf>)

Why someone living in the U.S. may not speak English:

Quality

Affordable

Accessible

Barriers

Quality

Affordable

Accessible

Time

Level-appropriate lessons

Real-life application

Low-literacy

Transportation

Previous education

Ability to practice

Childcare

Available classes

Cost

Past traumas

Supply and Demand

- Waiting Lists
 - Level-appropriate classes
 - Trained teachers
-
- New York example
 - Massachusetts example

“People who speak different languages
live in different worlds,
not the same world with different labels.”

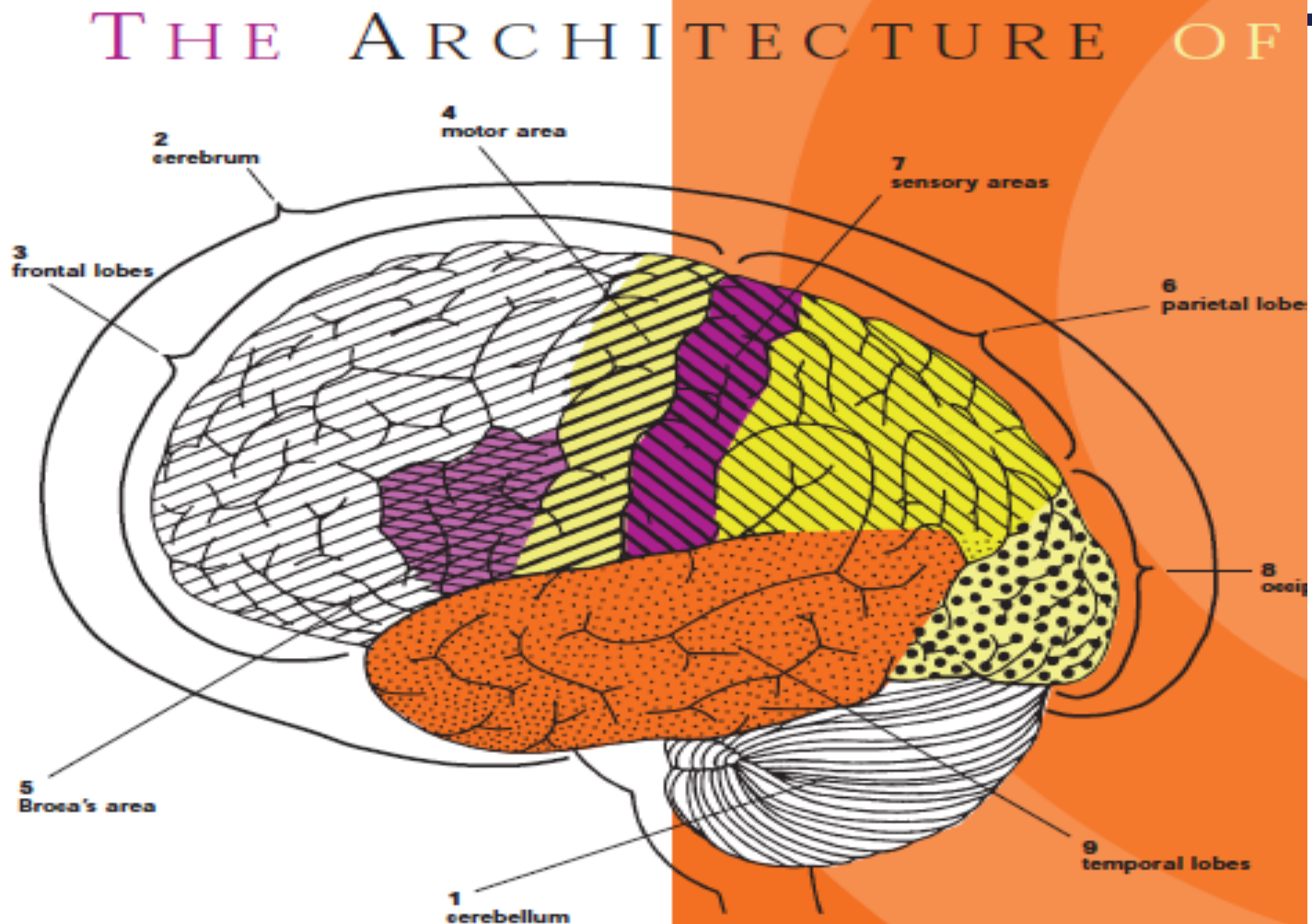
Edward Sapir, 1928

English Language Learners

- How the adult brain learns
- Why some brains learn language faster
- How to encourage adult brains to learn a new language faster

The Human Brain -

Know Your Brain. National Institute of
Neurological Disorders and Strokes



Adult English Language Learner

- Integrates new information into already-existing schema;
- Takes a while to process information that does not fit into the schema;
- Takes a long time to accept completely new information; and
- Does not respond well to complex tasks used to teach new information.

Adult English Language Learner

- Has a specific, life-induced reason for wanting the material
- Needs to know “Why”
- Needs to know what can be applied immediately

English Language Learners

Factors that might speed up learning:

Age

Self-awareness

Already speak a second language

Opportunities to practice

Materials to Use

- Activate the adult brain!
- Use real-world tasks:
 - practice the oral exam for the Citizenship test
 - write a resume
 - understand a job listing
- Ask the students what concrete tasks they want to be able to perform.

Characteristics of Good Materials

- Uses real-world tasks that allows students a chance to practice the language involved;
- Provides a chance to practice appropriate socio-cultural rules involved in a task;
- Provides practice in coping strategies to use when language is not yet fully developed; and
- Teaches new material in the context of real-world situations and tasks.

Characteristics of a Good Teacher

- Can adjust material and lessons to reflect student experiences/knowledge/interests;
- Can plan and identify both short and long term goals for student learning;
- Develops lesson plans that include learning, review, and assessment;
- Uses a variety of strategies to appeal to all learning styles; and
- Can develop activities for outside the classroom to continue student learning.

Suggestions for Adult Learners

- Create a classroom atmosphere that provides challenges in a relaxed and unthreatening learning environment
- There is diversity in learners and learning styles so the use of a range of techniques and strategies is necessary.

Suggestions for Adult Learners

Research supports separate classes for non-print literate Adult ELL's because of:

- A lack of orientation to text
- May lack self-confidence
- Do not risk losing social status among more literate peers
- Different assessments are used
- Use of materials more suited to non-literate ELLs and slower introduction of literacy

Guest Speaker

Maggie LeLeaux, Program Director,
Migration and Refugee Center at Catholic
Social & Community Services of Biloxi

Features of the Migration and Refugee Center ESL Program

- Multiple levels
- GED; TOEFL; College Level Course Options
- Course objectives for each level
- Methods/Activities for each level
- Materials for each level
- Evaluation for each level

What if you can't offer an ELL program?

Partnerships you might pursue:

- Community Colleges, another community-based organization, a church, tutors, the local literacy council, employers

How to vet potential partners:

- Types of classes offered, assessments available, schedule of classes, teacher quality, location of classes

Good Resources

- TESOL: www.TESOL.org
 - Local TESOL chapter
- Migration Policy Institute: www.migrationpolicy.org
- Center for Applied Linguistics: www.cal.org
- National Institute for Literacy: <http://lincs.ed.gov>
- Local adult ed programs, community college programs, and literacy councils

Literacy Directory

USCIS' Office of Citizenship

<http://www.literacydirectory.org/>

References and Related Articles

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“Know Your Brain.” National Institute of Neurological Disorders and Stroke.
http://www.ninds.nih.gov/disorders/brain_basics/brain_basics_know_your_brain.pdf

Membership & Subscription

- Membership for Catholic non-profits
- Subscription for non-Catholic, non-profits

Contact Jeff Chenoweth at jchenoweth@cliniclegal.org for information and application.

Questions?



CATHOLIC LEGAL
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www.cliniclegal.org

415 Michigan Ave., NE Suite 200
Washington, DC 20017
202-635-2556
national@cliniclegal.org

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