

Borderlines / Fronteras in the ESL and ELA Classroom

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Helping Teachers who work with English to develop English Language Proficiency Standards

1. “Texas has good reason to focus on the quality of its ELL programs. The number of ELLs enrolled in the state’s public schools has risen dramatically over the past decade, a trend that parallels what is happening nationally. In 2008, more than 800,000 students—nearly 15% of K–12 students in Texas’ public schools—were ELLs (TEA Student Assessment Division, 2009). Moreover, ELLs often experience lower graduation rates and scores on the state proficiency exam, the Texas Assessment of Knowledge and Skills (TAKS).” Southwest Educational Development Laboratory (SEDL) Letter, vol. XXI, Number 1, Nov. 2009.

These Limited English Proficient students are not as diverse as other states’ – in Texas 91% speak Spanish.

“Demographic trends over the last decade have shown that there has been a significant growth in the LEP student population in non-border school districts and the concern regarding bilingual education is now largely considered a statewide issue. The number of counties with at least 5 percent LEP students increased from 117 counties in 1996-97 to 160 counties in 2006-07.” – **“Bilingual Education in Texas: Exploring Best Practices”** Bush School of Government and Public Service

2. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

3. Classroom instruction that effectively integrates second language acquisition with quality content area instruction (i.e. ***Borderlines: Drawing Border Lives: Fronteras: dibujando las vidas fronterizas***) ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their academic potential.

4. Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to read and write. ***Borderlines: Drawing Border Lives: Fronteras: dibujando las vidas fronterizas*** accomplishes this through a bilingual text that allows students to develop their language skills through reading in a variety of poetic forms, with various levels of complexity. The rhythms of the poetry facilitate language acquisition. The art work along side the poetry engages the students in a compelling way.

5. ***Borderlines: Drawing Border Lives: Fronteras: dibujando las vidas fronterizas*** provides content-based instruction, including poetry and art to promote cross-curricular creativity, second language acquisition, and essential knowledge and skills.

TEKS addressed through *Borderlines: Drawing Border Lives*

110.31 **English Language Arts and Reading** –Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message.

110.49 **Visual media Analysis and Production** – Students will interpret various media forms for a variety of purposes. In addition, students will critique and analyze the significance of visual representations and learn to produce media images that communicate with others.

110.51 Literary Genres - Students will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft.

110.51 (4) – The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to: a.) compare text events with personal and other readers' experiences b.) recognize and discuss themes and connections that cross cultures c.) recognize how writers represent and reveal their cultures and traditions in texts.

AASL Standards for the 21st Century Learner addressed through Borderlines: Drawing Border Lives

- 1.16 Read, view and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.4.3 Recognize new knowledge and understanding.
- 3.1.5 Connect learning to community issues.
- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.4.4 Interpret new information based on cultural and social context.