

Module 4 DB Topic contribution: Martyna Sobczyszyn

Culture and Pragmatics in Language Teaching and Learning Assessment in Second Language Classrooms

1. In many ways, cultural references are closely intertwined with reading, discourse, and text. What is the role of linguistic proficiency and cultural proficiency in ESL/EFL reading and/or writing? How important can L1 literacy be in learning to read and write in ESL/EFL? (Culture and Pragmatics in Language Teaching and Learning Chapter 25 Celce-Murcia, Marianne; Brinton, Donna M.; Snow, Marguerite Ann. Teaching English as a Second or Foreign Language (p. 394). Heinle ELT. Kindle Edition.)

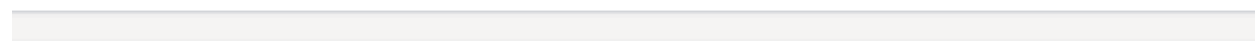
The role of linguistic proficiency and cultural proficiency in ESL/EFL reading and/or writing correlate with one another as valuable skills and effective communication. Linguistic proficiency is the use and comprehension of language, while cultural proficiency is the knowledge of cultural skills. Both proficiencies must be intertwined, along with reading and writing for a successful outcome in teaching and learning. "Although it is essential for learners to attain language proficiency to be linguistically competent, particularly in English as a second language (ESL) settings, language proficiency alone is not sufficient. On the whole, to become proficient and effective communicators, learners need to attain L2 sociocultural competence" (Celce-Murcia, 2013). L1 is important in literacy because it is the foundational background of what the child already knows. While it is important, we must understand and be cautious that different countries are taught different, therefore the foundational background that a child has doesn't always correlate to what we are trying to teach. For example, Arabic and Hebrew are read from right to left. Chinese and Japanese can be read vertically, horizontally and left to right. This L1 knowledge would make it more difficult for a student to read and write in a different country that teaches left to right reading and writing.

2. Chapter 21 has explored the use of assessment for formative purposes as well as for summative ones. Review the use of assessments in your classroom setting. What purposes do they serve? How are learners involved in learning and assessment? What external factors (e.g., NYS guidelines or state-mandated assessments) impact your choices about assessment? Celce-Murcia, Marianne; Brinton, Donna M.; Snow, Marguerite Ann. Teaching English as a Second or Foreign Language (p. 335). Heinle ELT. Kindle Edition.

In my classroom I use a wide range of formative assessments. I use classroom observations, checklists (letter/sound/number knowledge), questioning and discussion and exit tickets to monitor student understanding. The use of formative assessments provides me with a deeper understanding of my students learning process. I also use many formative assessments to gather data on a student to monitor their IEP goals. School-wide, we use a check for understanding protocol in which we jot down notes during lessons, as well as notes and reflections of how the lesson went and if we could change anything. This data is used to pull small groups. that have difficulty in learning the

content. The think-ink-pair-share that we use as a school is pictured below. This allows us to monitor active participation and interaction among students. It also helps guide our instruction and create an active learning atmosphere. The summative assessments that we use are the end of the unit exams, as well as pre assessments in the beginning of the year. The math assessments are given after every math unit is taught. The beginning, middle and end of the year assessments are places in a portfolio, along with the narrative, informational and opinion writing pieces. For MOSL purposes, we used F&P benchmark levels for reading levels and school-wide, we also use iReady reading and math diagnostics three times a year. I am also attaching the schedule for summative assessments that my school uses. Learners are involved in the learning and assessment by starting it in kindergarten. By the time they reach fifth grade, they understand the tasks of assessments and even self-assess themselves, as well as formulate goals for themselves as learners. External factors such as NY State tests and MOSL purposes impact my choices about assessment on a large scale. While it is important that students progress is monitored and each student learns in a different way, these external factors do not provide flexibility for different learners. We are all assessing students as if they are on the same level with the same educational background. The only exception to this is ELLs not being tested as first year ELLs.

NY State Tests	
ELA: 4/19, 4/20	Math: 5/2, 5/3,
Content Assessments	



WRITING - Please refer to each Module for a designated prompt	PHONICS/ WORD STUDY Morphology Vocabulary
READING - Progress assessment after each Module	MATH Beginning of Year Assessment- Week of 9/12 16 Units - 2 Assessments a month 1-4 BENCHMARK - December/ January 1-8 BENCHMARK - March/ April 1-12 BENCHMARK - June

Teachers College Reading and Writing Project Running Records			
September/October Start the week of 9/12 Due in Assessment Pro (in September column) : 10/17 This includes letters/sounds, concepts of print and high- frequency words for appropriate grades	January Start the week of 1/9 Due in Assessment Pro : 01/31 This includes letters/sounds, concepts of print and high-frequency words for appropriate grades	March Start the week of 3/6 Due in Assessment Pro : 03/31 This includes letters/sounds, concepts of print and high-frequency words for appropriate grades	June Due in Assessment Pro : This might be used for MOSL-don't test your own kids. This includes letters/sounds, concepts of print and high-frequency words for appropriate grades
i-Ready			
Reading: Let's try 9/22-9/30 Math: week of 10/3 Make ups: 10/3-10/28	Reading: week of 1/9 Math: week of 1/23 Make Ups: 1/17/2/10	Reading: 5/1 to 5/12 Math: 5/15 to 5/26 Make ups: TBD	
Window opens: 9/19 Due by: 10/28	Window opens: 1/9 Due by: 2/10	Window opens: 5/1 Due by: 6/7	



Think/Ink/Pair/Share Protocol

Partner A:

Partner B:

QUESTION:

Partner A:

Partner B:

Our Consensus:

References:

Celce-Murcia, M. (2013). Teaching English as a Second or Foreign Language. Fourth Edition. Heinle Cengage Publishing. ISBN-13: 978-1111351694. ISBN-10: 1111351694.

Peer contributions

Contribution 1

Great post! You have brought up a valid point when stating about the freedom to decide the assessments that you could regularly use in your classroom. As educators, we know it's essential to follow the NYS guidelines and make sure that are our students are learning content knowledge based on standards. We also know our learners and what they need in order to reach their goals. I also wish we had the freedom to decide the types of assessments we can use. I understand the purpose of the summative and formative assessments, but it would be nice to choose what works best for us and the needs of the students.

The use of exit tickets is a fun and quick way to grasp students' understanding. Allowing students to create their own problem allows them to become more engaged and take accountability for their own learning. It is a great way to use exit tickets and I am glad I came across your post so that I can add that to the exit tickets that I use. Thanks!

Contribution 2

I enjoyed reading your posts as well as the responses to your post. I have never heard of the MAP assessment as well as the ECAM assessments. We started using Acadience in my school this year. When speaking to my coworkers, we noticed that it was similar to the DIBELS assessment once used in schools. I found Acadience to be rather difficult in the beginning of the year because it is very fast paced, and my kindergarteners were timid in the beginning of the year. It definitely got better towards the end of the year, but my ELLs had difficulty with it. I agree with you about being forced to complete all of these assessments. I wish that teachers could pick and choose which assessments to give each child.