

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?*

Becoming familiar with cultural concepts and constructs is vital because the learning of culture makes language “learners better communicators” (Celce-Murcia, 2013, p. 396). Indeed, Celce-Murcia (2013) furthers this point by emphasizing that “Not understanding the sociocultural expectations of the culture can negatively impact learners’ ability to function in an L2 community” (p. 395). They provide the anecdote of the international student departing after not having received the information they desired. Had the secretary been another person or had it been another context, the student might have greatly offended the other party and lost their favor entirely. As Celce-Murcia (2013) notes, the failure to understand the culture one is in can sometimes cause “...those who do not follow the norms of appropriateness that are accepted in a community [to be] placed in a position that exacerbates social disparities and inequality” (p. 395). This may impact their ability to obtain resources and help, and to facilitate understanding of the reading material they may encounter, such as in the sharing of notes anecdote, which underscores the importance of the value of intellectual property, a value highly emphasized in the West (p. 397).

The role of linguistic and cultural proficiency in reading and writing is significant, as much academic writing in the US is structured and emphasized succinct and direct use of language. Celce-Murcia (2013) notes that academic writing “need[s] to be explicitly and persistently taught to ESL/EFL students [since] they represent conventionalized (and prescribed) characteristics of the academic genre that are not necessarily found in written discourse in rhetorical traditions other than the Anglo-American one” (p. 400). This is a form of cultural proficiency as many other forms of writing outside of the Anglo-American context might be more indirect and veiled, perhaps never getting to the point of the matter. Furthermore, there may be levels of formality and politeness that are more emphasized in other languages’ speech acts and pragmatics, which can be more indirect (p. 399). This demonstrates, also, the importance of L1 literacy, as one must also understand the culture and writing traditions of one’s L1 in order to underscore the differences that may exist when learning English.

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 (2013) contends that “assessment can be a useful instructional tool that provides vital information about the extent of student learning and the effectiveness of their instruction” (p. 320). Indeed, both formative and summative assessments are

utilized for determining “students’ learning needs, diagnosing specific learning challenges, monitoring the developing of students’ skills, and engaging students in their own learning processes” (p. 321). In my classroom, I often use checklists for more informal assessments and to breakdown extended writing assignments into smaller, more manageable pieces.

For example, if I assign an argumentative essay or literary analysis, I grade students according to the ELA Regents rubric. However, I also provide students with my own checklists for what they need in the introduction, body paragraphs, etc. so that it is easier for them to approach. My desire in teaching is to see “how students process and make meaning within social contexts” (p. 321) and generate ideas, which is how learners are involved in the learning and assessment process. My informal assessments are observation based, and my school has implemented a daily tracker/checklist that is used to informally observe whether students “meeting, approaching, or needing support” in achieving the day’s learning target.

NYS standards and state exams such as the NYSESLAT and the ELA regents dictate most of my choices in assessment – and even in the curriculum we have used for the past two years, which is New Visions. I think this choice has really reduced the range of assessments I could readily implement in my classroom, such as portfolio building, which is a much more multifaceted approach to assessment that covers different dimensions of learning. The goal of assessment, as Celcia-Mucia (2013) describes, is when “teachers set up tasks, monitor student engagement and performances during those tasks, collect information about performances, and then use that information in a purposeful matter” (p. 322). I think this is difficult to do on a daily basis and still something I struggle with, but the implementation of the daily tracker has done much to facilitate this.

A good way to frame my thinking about assessment is to embed the five important strategies for formative assessment that involves being intentional with success criteria, implementing discussions, offering feedback, using students as resources and experts, and empowering students into my lesson plans (Celcia-Murcia, 2013, p. 325). If I can be both consistent intentional with feedback and the success criteria, I think my overall teaching, too, will develop. However, I also think we must ease the pressure of high stakes testing that saturates much of our schools.

3. *Ask ChatGPT the following 3 questions and then compare them with your own research and your peer postings. Post the ChatGPT answers in your DB as screenshots. Write 2 sentences on your observations - if you think the answers were factually correct and truthful, or incorrect, or simply made up (hallucination). Write one sentence on why UPI think I am giving you such an assignment.*
4. *Describe the key legislative milestones that have shaped bilingual education in the United States since the 1960s.*

My findings: Ovando (2003) describes the significance of various time periods such as the permissive and restrictive periods, but underscores the importance of the

opportunistic and dismissive periods in language learning. Some of the legislative milestones he emphasizes are the Bilingual Education Act, which “strove to help disenfranchised language-minority students” (p. 8). He brings attention to *Lau v. Nichols* (1974), which emphasized equal opportunity and supports for students who did not speak English. Following this, Ovando (2003) highlights *Castañeda v. Pickard* (1981), which provided more specific guidelines for programs and ESL services (p. 11). The dismissive period saw the weakening of policies such as Proposition 227 (p.13), which placed blame on bilingual education programs.

On ChatGPT: ChatGPT offers several cases that have revolutionized bilingual education in America. I think it offers a comprehensive overview on the legislative milestones – although it could certainly add more to the guidelines and services aspect.

1. *Analyze how demographic shifts in the U.S. population have influenced the development of bilingual education programs from the 20th century to today.*

My findings: Ovando (2003) writes that “language policy restrictionism and promotion of English became more important and an ideological support for the new imperialism... directed at revolutionary immigrant workers” (p. 18), which placed further blame on bilingual programs. However, the 1965 Immigration Act revived discourse surrounding bilingual education – a conversation that still carries on today. Many bilingual education programs are now subsidized in New York due to the demand with the increase of immigrants in the past decade (NYSED).

On ChatGPT: ChatGPT succinctly breaks down the demographic shifts into a number of categories such as shifts in educational approaches, etc. I don't think it offers anything that is problematic, though its answers are vague as it doesn't discuss what populations have contributed to a shift in demographics.

1. *Evaluate the effectiveness of current bilingual education practices in the United States in fostering academic success among non-native English speakers.*

My findings: Ovando (2003) mentions a number of programs promoted following the *Castañeda v. Pickard* (1981) case, such as structured and partial immersion programs, transitional bilingual programs, maintenance or developmental bilingual education, and two-way immersion programs (p. 11), all of which holds promise in contributing to the academic success of ELLs, but as Ovando (2003) notes, there is still much to be done in the way of implementation of such programs described (p. 14).

On ChatGPT: ChatGPT highlights long term benefits and discusses more program models, something I struggled to find in my own research. However, the program models it offers is also vague. I appreciate that it highlights challenges and barriers.

Thoughts: I think this was assigned so that we can “fact check” the information offered by ChatGPT and evaluate its effectiveness and whether or not it is capable of generating truthful

5. **Challenges and Barriers:**

- **Funding and Resource Allocation:** Limited funding and resources can hinder the quality and expansion of bilingual education programs, particularly in areas with high linguistic diversity.
- **Policy and Implementation Issues:** Inconsistent policies and varying state regulations can create challenges in delivering consistent and effective bilingual education across different regions.

6. **Accountability and Assessment:**

- **Measuring Success:** There is ongoing debate about the most effective ways to assess the academic success of ELLs in bilingual programs. Standardized tests may not accurately reflect their language and academic development.

7. **Impact on English Language Proficiency:**

- **Balancing Languages:** Effective bilingual education should support English language proficiency development without neglecting students' proficiency in their native language. Research shows that strong bilingual skills can enhance overall language abilities and academic achievement.

information.

- **Transitional Bilingual Education (TBE):** In TBE programs, students receive academic instruction in their native language while gradually transitioning to English. Effectiveness can vary based on the quality of instructional materials, teacher training, and program implementation.

3. **Teacher Preparation and Professional Development:**

- **Qualified Teachers:** The effectiveness of bilingual education heavily relies on teachers who are proficient in both languages and trained in bilingual pedagogy. Access to professional development opportunities that enhance teaching strategies and cultural competence is crucial.
- **Support and Resources:** Adequate resources, such as bilingual instructional materials and support for teachers, are essential for the successful implementation of bilingual education programs.

4. **Parent and Community Involvement:**

- **Engagement:** Engaged parents and supportive community networks contribute significantly to the success of bilingual education programs. When families are involved and value bilingualism, students are more likely to feel supported and motivated in their academic journey.





You

III. Evaluate the effectiveness of current bilingual education practices in the United States in fostering academic success among non-native English speakers.



ChatGPT

The effectiveness of current bilingual education practices in the United States in fostering academic success among non-native English speakers varies depending on several factors. Here's an evaluation based on key aspects:

1. **Educational Outcomes:**

- **Academic Achievement:** Research indicates that well-implemented bilingual education programs can lead to academic success. Students who receive strong support in their native language while learning English often perform better academically compared to those in English-only programs.
- **Long-term Benefits:** Bilingual education can promote cognitive development, cultural awareness, and proficiency in multiple languages, which are assets in a globalized society.

2. **Program Models:**

- **Dual Language Immersion (DLI):** This model, where students receive instruction in both English and their native language, has shown positive outcomes. It not only supports English language acquisition but also maintains and develops proficiency in the native language.

In summary, demographic shifts in the U.S. population have been instrumental in shaping bilingual education programs, from initial legislative responses to evolving pedagogical approaches and community advocacy efforts. These shifts have emphasized the importance of linguistic diversity, cultural responsiveness, and educational equity in the development and implementation of bilingual education policies and practices.



#### 4. Impact of Globalization and Economic Factors:

- **Global Influence:** Globalization has accelerated the movement of people across borders, contributing to linguistic diversity in the U.S. This has reinforced the need for bilingual education as a preparation for a globalized workforce.
- **Economic Considerations:** The demand for bilingual skills in the job market has underscored the practical benefits of bilingual education, influencing its expansion and support at local, state, and federal levels.

#### 5. Community and Advocacy Efforts:

- **Parental Involvement:** Demographic changes have empowered linguistically diverse communities to advocate for culturally and linguistically responsive education. This advocacy has influenced policy decisions and program development, ensuring that bilingual education meets the needs of diverse student populations.
- **Community Partnerships:** Schools and districts have increasingly partnered with community organizations and cultural institutions to support bilingual education initiatives, enhancing program effectiveness and community engagement.

#### 2. Legal and Policy Frameworks:

- **Legislative Milestones:** The Bilingual Education Act of 1968, later Title VII of the Elementary and Secondary Education Act, was pivotal. It provided federal funding for bilingual programs, acknowledging the educational needs of language minority students.
- **Legal Imperatives:** Court decisions such as *Lau v. Nichols* (1974) mandated that schools must provide equal educational opportunities to ELLs. This legal framework influenced the development and expansion of bilingual education as a means to address language barriers and promote academic equity.

#### 3. Educational Approaches and Philosophies:

- **Shifts Over Time:** Initially, bilingual education programs focused on transitional bilingual education (TBE), aiming to transition students to English proficiency while maintaining their native language skills. Over time, dual language immersion (DLI) and other models emerged, promoting bilingualism and biliteracy as educational assets.
- **Pedagogical Innovations:** Demographic shifts encouraged the adoption of more culturally and linguistically responsive teaching practices within bilingual programs, recognizing the importance of students' cultural identities in educational success.



You

II. Analyze how demographic shifts in the U.S. population have influenced the development of bilingual education programs from the 20th century to today.



ChatGPT

Demographic shifts in the U.S. population have significantly influenced the evolution and development of bilingual education programs from the 20th century to today. Here's a detailed analysis of these influences:

1. **Increase in Linguistic Diversity:**

- **Historical Context:** The 20th century saw a notable increase in immigration to the United States, particularly from Latin America, Asia, and other regions. This influx brought diverse linguistic backgrounds, necessitating educational responses to support non-English-speaking students.
- **Impact on Bilingual Education:** The demographic diversity spurred the establishment of bilingual education programs aimed at preserving students' native languages while facilitating English language acquisition. Programs initially focused on Spanish-speaking students but later expanded to include other languages as immigration patterns diversified.

7. **Executive Order 13166 (2000):**

- While not a legislative act, this executive order required federal agencies and federally funded recipients to take reasonable steps to provide meaningful access to their programs and services for individuals with limited English proficiency.

These legislative milestones have played crucial roles in shaping bilingual education in the United States, from providing funding and support for bilingual programs to ensuring equitable educational opportunities for English language learners. Each has contributed to the evolving landscape of policies and practices aimed at meeting the needs of linguistically diverse student populations.



**3. Equal Educational Opportunities Act (1974):**

- This act further emphasized the requirement for schools to take appropriate action to overcome language barriers that impede students' equal participation in instructional programs.

**4. Bilingual Education Act Amendments (1984):**

- These amendments expanded the focus of bilingual education to include the development of bilingual proficiency and academic achievement in both English and another language.

**5. No Child Left Behind Act (2001):**

- Although primarily focused on standards-based education reform, this act required states to assess the English language proficiency of ELLs and to include their results in school accountability measures.

**6. Every Student Succeeds Act (ESSA) (2015):**

- Reauthorized the Elementary and Secondary Education Act and provided more flexibility to states in designing their own accountability systems, including for ELLs.



**You**

I. Describe the key legislative milestones that have shaped bilingual education in the United States since the 1960s.



**ChatGPT**

Bilingual education in the United States has been shaped significantly by key legislative milestones since the 1960s. Here are some of the most important legislative acts and their impacts:

**1. Bilingual Education Act of 1968 (Title VII of the Elementary and Secondary Education Act):**

- This was the first federal legislation that provided funding for bilingual education programs in schools with significant numbers of students who spoke languages other than English.
- Aimed to support students in maintaining their native language while acquiring English proficiency.

**2. \*\* Lau v. Nichols (1974)\*\*:**

- Although not a legislative act, this Supreme Court decision was critical. It ruled that schools must provide additional support, such as English language instruction or bilingual education programs, to ensure that English language learners (ELLs) have equal access to education under the Civil Rights Act of 1964.

## References

Celce-Murcia, M. (2013). *Teaching English as a Second or Foreign Language*. (4th ed.).

Ovando, C. J. (2003). Bilingual Education in the United States: Historical Development and Current Issues. *Bilingual Research Journal*, 27(1), 1-24.



from **DB 4 Culture and Pragmatics in Language Teaching and Learning Assessment in Second Language Classrooms**

Jun 29, 2024 4:45AM

Cassandra Fegert

*Clinically Rich-intensive Teacher Institute (CR-ITI)*. New York State Education Department. (n.d.). <https://www.nysed.gov/bilingual-ed/clinically-rich-intensive-teacher-institute-cr-iti>

from **DB 4 Culture and Pragmatics in Language Teaching and Learning Assessment in Second Language Classrooms**

Jun 29, 2024 11:51PM

Cassandra Fegert

Hi A., you are right when you mention the importance of L1 literacy and the impact it has on a student's L2. If students are proficient in their L1, they will have an easier time learning English than other students with limited literacy. This is why it is important for us to also identify which of our students are SIFE. I like the idea of self-assessments and I think that students can eventually produce their own checklists for self-evaluation. I also thought the same about the ChatGPT assignment - it's always important to check the information we receive.

from **DB 4 Culture and Pragmatics in Language Teaching and Learning Assessment in Second Language Classrooms**

Jun 29, 2024 11:56PM

Cassandra Fegert

Hi D., the turn and talk and fist to five methods are excellent forms of informal assessment. I also practice this daily with my do nows and round robins. I also agree that the NYS assessments such as the ELA regents and others should not be the culminating assessment to demonstrate what a student has learned. I agree that ChatGPT is a good resource but it is not something to use if you want to authentically and thoroughly enhance your knowledge of something. It should never do the thinking for you.

from **DB 4 Culture and Pragmatics in Language Teaching and Learning Assessment in Second Language Classrooms**

Jun 30, 2024 12:01AM

Cassandra Fegert

Hi R. I agree that allowing students to use their L1s in the classroom will allow them to capitalize on the strengths they already have and allow it to inform their acquisition of their L2s! This can also help their peers, as this demonstration will allow other students with similar assets to gain more confidence in using their L1s. I

think it's definitely important and great to implement various modes in which students can submit lessons. For some reason, I think students are unused to this and often choose traditional ways of submitting their own. Exit tickets are always a valuable and fast way to informally assess students and see where they're at.