



Bridging the Gap between English Language Learning and Content-Area Instruction: Project MORE

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Project MORE

- ❖ Funded by the Training All Teachers Program from the Office of English Language Acquisition (U.S. Department of Education Grant #T 195B010018).
- ❖ Designed to serve all classroom teachers in Charlotte-Mecklenburg Schools (CMS) – and elsewhere – who work with English Language Learners (ELLs).

Project MORE responds to

- ❖ The fact that licensed content-area teachers in NC are not required to have coursework or practical experience in addressing the needs of ELLs.
- ❖ The rapid growth in the number of ELLs in CMS:
 - 7.1% of the CMS student body in 2002-2003.
 - 22% increase from previous academic year.

Martin Middle School (2002-2003)

134 ELLs from 29 countries representing over 20 languages

Native Spanish speakers from:

Mexico	United States
El Salvador	Peru
Honduras	Colombia
Dominican Republic	Guatemala
Venezuela	Canada

Native French speakers from:

Congo	Haiti
Guinea	

Native Arabic speakers from:

Ethiopia	Sudan
Saudi Arabia	

Africa -- Native countries and languages:

Ghana (Ewe and Twi)
Liberia (Creole)
Somalia (Somali)

Asia -- Native countries and languages:

China (Chinese)
Vietnam (Vietnamese)
Japan (Japanese)
Korea (Korean)
India (Gujarati and Hindi)

Other countries and languages:

Yugoslavia (Croatian)
Ukraine (Russian)
Netherlands (Dutch)
Brazil (Portuguese)
**Northern Mariana Islands
(Chuukese)**
Canada (Somali)
United States (Hmong)
United States (Khmer)

The Charlotte Narrative and Conversation Collection (CNCC)

- ❖ Began in 1998.
- ❖ Contains over 600 spoken interviews and conversations.
- ❖ Represents speakers from the greater Mecklenburg County, NC region: multiple ages, ethnicities and languages.
- ❖ Will provide web access and delivery of transcripts and audio/video in 2004.
- ❖ Is a founding contributor to the American National Corpus.



The Charlotte Narrative and Conversation Collection (CNCC)

Community interviewers hold conversations with children and family members to elicit and record stories in English (multiple varieties; native & non native speakers) and in the following target languages:

Spanish (multiple varieties)

Vietnamese

Russian

Arabic (multiple varieties)

Chinese (multiple varieties)

Japanese

Hmong

Korean

Gujarati

German

Languages are chosen based on the predominant native languages spoken by the student population in CMS.



The Charlotte Narrative and Conversation Collection (CNCC)


The corpus is used by Project MORE to:

- ❖ Create classroom materials for K-12 content-area and ESL classes.
- ❖ Support professional development for K-12 content-area and ESL teachers.
- ❖ Provide a resource for those engaged in teacher education.

Creating K-12 Classroom Materials: Developers


A multidisciplinary team creates materials for the project. The team consists of:

- ❖ Project MORE staff
- ❖ K-12 ESL, curriculum and content specialists at UNC-Charlotte
- ❖ K-12 ESL and content-area teachers in CMS and surrounding districts



Creating K-12 Classroom Materials: Process

- ❖ Talk to a focus group of CMS teachers to determine instructional priorities in a given content area.
- ❖ Design materials that
 - Correspond to these priorities.
 - Align with the NCSCOS goals.
 - Are keyed to one or more narratives in the CNCC.
- ❖ Ask K-12 teachers and curriculum specialists to evaluate the materials.
- ❖ Revise materials according to feedback.
- ❖ Make materials available on the project website.



Creating K-12 Classroom Materials: Priorities

Based on feedback from teachers, the following priorities were determined at the outset of the grant:

Year 1 = Language Arts (LA) Materials

Year 2 = Social Studies (SS) Materials

Year 3 = Revision of LA and SS Materials

Creating K-12 Classroom Materials: Content

- ❖ Introduction
 - Rationale for materials
- ❖ NCSCOS Objectives Met by Activities
 - Grade levels and content area(s)
- ❖ Teacher Instructions
- ❖ Student Instructions
- ❖ Activities Keyed to CNCC
- ❖ CNCC Transcript

Example – *The Weeper and the Hand (Part I)*

Supporting Professional Development for K-12 Teachers

Project MORE supports professional development for K-12 teacher in three main ways:

- ❖ Teacher In-Services
- ❖ Mini-grants for Teachers
- ❖ Training the Trainer Sessions

Supporting Professional Development for K-12 Teachers: In-services

Project MORE sponsors in-services for K-12 ESL and content-area teachers, teacher trainers and administrators. Participants:

- ❖ Review and evaluate project-produced materials
- ❖ Learn computer-based techniques for working with ELLs.
- ❖ Create original materials for ELLs based on the models and techniques used during the in-service.

Supporting Professional Development for K-12 Teachers: Corpora

During in-services, participants learn about corpora and concordancing, and how these can apply to content-area instruction.

Activity – Participants:

- ❖ Go to MICASE: <http://www.hti.umich.edu/m/micase/>
- ❖ Run concordances on several words to see the different meanings that they have in different academic disciplines.
- ❖ Choose words with which their students frequently have difficulty and run concordances of them.
- ❖ Propose classroom applications based on the concordancing activities.

Example – From a 9th-12th grade history teacher

Supporting Professional Development for K-12 Teachers: The CNCC

During in-services, participants create an activity from CNCC materials that is appropriate for their students.

Example:

Teacher: Tarra Ellis

School: Northridge Middle School, Charlotte, NC

Grade and Subject: 7th grade social studies

Number of ELLs: approximately 35

Objectives: Students will create a Chinese history booklet in which they:

- ❖ retell a Chinese folktale from the CNCC,
- ❖ apply it to a major event in Chinese history and
- ❖ compare/contrast it with a Middle Eastern folktale.

Supporting Professional Development for K-12 Teachers: The CNCC

Ms. Ellis chose Meiwen Xie's interview because:

“China is part of my 7th grade social studies curriculum. The story ‘Open Sesame’ is an interesting story that my students would enjoy. The narrative provides other examples of Chinese culture, such as oral tradition and teaching values. Plus, it includes a little comparison between China, Korea and other nations.”

Ms. Ellis designed her activity to:

- ❖ Address multiple learning styles and language abilities.
- ❖ Improve her students' listening and writing skills.
- ❖ Enhance her students' critical literacy skills.
- ❖ Develop her students' cultural sensitivity.
- ❖ Respond to the state curriculum objectives.

Supporting Professional Development for K-12 Teachers: Mini-Grants

Project MORE recently sponsored a mini-grant competition for K-12 teachers. Each mini-grant is worth \$250 and gives teachers to opportunity to:

- ❖ Develop a set of instructional materials – based on the NCSCOC and keyed to the holdings of the CNCC – for ELLs in their classes.
- ❖ Participate in action research.
- ❖ Provide resources for their colleagues, since their materials will be made available through Project MORE's website.

Supporting Professional Development for K-12 Teachers: Trainer Sessions

Theresa Perez (Director, TESL program at UNC-Charlotte) collaborates with Project MORE to train practicing ESL teachers at Montclair Elementary School to work with their content-area colleagues. Perez and project staff are:

- ❖ Meeting with these teachers to determine the needs in their school.
- ❖ Talking about effective methods for working with ELLs in content-area classes.
- ❖ Helping them to develop in-service materials -- based on current linguistic theory and incorporating narratives from the CNCC -- for their colleagues.

Example – *Fact or Fiction*

Providing a Resource for Teacher Education

Project MORE supports K-12 teacher preparation at UNC-Charlotte in three areas:

- ❖ Content-specific courses
- ❖ TESL courses
- ❖ General Education courses

Providing a Resource for Teacher Education: Content Courses

Project MORE sponsors mini-grants for Arts and Science faculty at UNC-Charlotte. To be eligible, faculty must:

- ❖ Have 50% or more teacher licensure candidates in their courses.
- ❖ Revise course curricula and assignments to include materials from the CNCC and support the goals of Project MORE.

Providing a Resource for Teacher Education: Content Courses

HIST 3100: Teaching History

Oscar Lansen, Ph.D.

Lansen's students use the narratives from the CNCC for an assignment on primary sources; then, they learn to develop materials from the narratives based on NCSCOS for history and social studies. His objectives are to:

- ❖ Enhance intercultural sensitivity among middle and secondary teachers.
- ❖ Offer training in diversity education in the classroom.
- ❖ Respond to needs of second-language and at-risk learners.

Providing a Resource for Teacher Education: TESL Courses

TESL 5103: Teaching English as a Second Language

Theresa Perez, Ph.D.

Perez combines the principles of Complex Instruction with CNCC narratives. Her goals are to:

- ❖ Familiarize students with the NCSCOS objectives for content-area classes.
- ❖ Assist students in sheltering instruction in content areas by asking them to create content-area materials appropriate for ELLs.
- ❖ Prepare students to train content-area colleagues to work effectively with ELLs.
- ❖ Expose students to the growing multicultural population of Mecklenburg County, NC.

Providing a Resource for Teacher Education: General Ed. Courses

EDUC 6100: Individualizing Instruction for Diverse Learners

Theresa Perez, Ph.D.

Lillian Brannon (Director, English Education) and Perez have redesigned EDUC 6100 to include a stronger ESL component and to incorporate narratives from the CNCC. This redesigned course uses the CNCC narratives and Project MORE materials to show students:

- ❖ How to respond to the cultural differences inherent in a diverse student population.
- ❖ How to address multiple learning and language abilities in the classroom.

Contacts:

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- Visit Project MORE at:

- <http://education.uncc.edu/more/>

- Visit the CNCC on the web at:

- <http://newsouthvoices.uncc.edu/trial.jsp>

- Visit the American National Corpus (ANC) at:

- <http://americannationalcorpus.org/>