

Chicagoland Partners for ELL  
Education  
Symposium for Fairview School  
District #72 Administrators  
September 21, 2009  
Part 1  
12:30 – 2:30 p.m.

Facilitated by:  
Marla Susman Israel, Ed.D.  
Associate Professor  
Loyola University Chicago

**This presentation was made possible by:**

**Chicagoland Partners For English Language Learners  
(CPELL) Loyola University Chicago project funded by  
the Office of English Language Acquisition, U.S.  
Department of Education School of Education .**

**Loyola University Chicago - 820 N. Michigan Avenue,  
Chicago, Illinois 60611 Phone:312.915.6318 - E-mail:  
[cpell@luc.edu](mailto:cpell@luc.edu)**

**The teachers at North Shore School District 112  
in Cohort 1:  
Melissa Arof, Beverly Ramirez, and Janet Van Arsdale**

# Supporting reading development for ELL's in the home and in school

- Part 1 – Today we will focus on the home
  - Review the Iceberg of Language
  - Review the Iceberg of Culture
  - Explore the ethic of critique: what it means to be other
  - Apply this ethic to the creation of programming that encourages parents to come to the school to support their child's education

# THE ICEBERG OF LANGUAGE

**BICS – Basic Interpersonal Communication Skills:**  
This is conversational language. Language on the surface.

**CALPS – Cognitive Academic Language Proficiency Skills (academic language)** Language of deep understanding.





# The Iceberg of Culture



# Ethic of Critique

- Whose voice is not considered?
- Whose voice is silenced?

# Developing new understandings about language and culture

“Educating all children will require the will and commitment to understand and respond to cultural difference. To the extent that teachers know and understand how children’s past experiences have been organized and explained, they are better able to fashion new ones for them.”

(Bowman & Stott, 1994)

Possible circumstances that often impede parents  
from participating in school interaction  
(Ariza, 2000 & 2002)

- Lack of English proficiency for communication with school personnel.
- Lack of knowledge of what school interaction is expected.
- Lack of literacy skills in the home language and/or English; parents cannot read the notices sent home.
- Parents defer to the teachers and do not want to interfere with their authority.

Possible circumstances that often impede parents  
from participating in school interaction  
(Ariza, 2000 & 2002)

- Not enough time to attend school functions due to multiple jobs.
- No transportation.
- Lack of caregivers while parents attend school functions.
- Traditional gender roles prohibit the mother from leaving the house.
- Parents may fear authority figures due to their tenuous immigration status.

Possible circumstances that often impede parents  
from participating in school interaction  
(Ariza, 2000 & 2002)

- Parents don't speak the language, so children have to interpret for the adults. This role switch may demean familial hierarchical status.
- Parents are uncomfortable with people not from their cultural group.
- Parents do not know they have power to make decisions about their children's education.

# Brainstorm ideas to overcome these barriers

- Location
- Logistics
- Purpose of Meeting/Connecting to other events
- Communication (C/D- video, multiple mailings, translated phone messages)
- Participation by whom

# Administrators

- *Schooling around the world: Debates, challenges, and practices.* by Kas Mzurek and Margaret Winzer (2005)
- Suggestions for School Administrators: see attached.

# Others who can assist in welcoming parents into our schools

- Bus Drivers (see Roger E. Axtell's {1998} *Gestures: The Do's and Taboos of Body Language Around the World*.)
- Crossing Guards
- Food Service Personnel
- School Psychologists/Social Workers
- P.E. Teachers
- School Nurse
- Technology Specialists

# Considerations: Asian Cultures

- Harmony within the group
- Intention of others
- Tag questions – false negative
- Hierarchy of age
- Formalism
- Pronunciation
- Perception of time as one that unfolds

# Considerations: Indians

- Respect for the older student
- Humility
- Success of the group over the individual
- Do not question authority
- Place of religion within the hierarchy of respect
- Passive vs. active learning

# Considerations: Arabic Communities

- Extended family relations
- Gender relations
- Linear vs. Circular thinking
- Modesty
- Touch and Socialization
- Place of religion and authority
- Five Pillars of Islam
- Dietary Considerations
- Conflicting School Practices - Holidays

# Best Practice:

## Parents Need to “Take Away” Tangible Rewards for Attendance

- Child performs
- Food
- Clothing
- Native Language Books
- Materials in multiple forms (technology)
- Make-and-takes to use in the home to support the learning – show how to use at home.

# Best Practice: Parents Need to “Take Away” Tangible Rewards for Attendance

- Video on how to read with your child
- Math Manipulatives
- Vocabulary Picture Cards
- Concentration Game
- Sequencing Boards
- Questioning Pieces

# Next Meeting

- Next meeting is 10/5/09 – FOCUS?
  - Manipulatives
  - Reading Strategies
  - What you should be seeing in your classrooms
- Homework – Please read chapters 13, 15, & 16. Come with questions to discuss.

# Thank you.

- Please visit our website at:
  - [www.luc.edu/cpell](http://www.luc.edu/cpell)

You will find symposium powerpoints for administrators, teachers and parents.

You will find out more about our great CPELL scholars.

You will find additional resources to help you serve your ELL children, families and your faculty.