



REQUIRED Cover Page

APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

**All applicants please complete this cover page.

Choose one: <input type="checkbox"/> Creative activity <input checked="" type="checkbox"/> Research activity Professional Enhancement activity	Date of Last PDG Award (Semester and Year awarded): _____ Date of ATU Faculty Appointment (Semester and Year): <u>1984</u>
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1. Project Title: Innovative Policies & Instruction: ESL Academies in Arkansas.
2. Name of Principal Investigator/Project Director: Dr. Ursula Chandler
3. School (abbrev): LFA 4. Department: FL
5. Campus Mail Address: Dean 116 6. PI/PD Campus Phone: 964-0807
7. Amount Requested: \$ 3,640 8. Total Cost of Project: \$ 5,000.
9. Does this project involve: 10. Duration of Project: 3.18 - 3.23.07

Yes No

- ☐ ☒ human subjects?
☐ ☒ animals/animal care facility?
☐ ☒ radioactive materials?
☐ ☒ hazardous materials?
☐ ☒ biological agents or toxins restricted by the USA Patriot Act?
☐ ☒ copyright or patent potential?
☐ ☒ utilization of space not currently available to the PI/PD?
☐ ☒ the purchase of equipment/instrumentation/software currently available to the PI/PD?

NOTE: If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

SIGNATURES

Dr. Ursula Chandler 1.13.07
Department Head Date
D. Duncan 1-17-07
Dean Date

This Section to be completed by the Office of Academic Affairs

PDC Committee Award Recommendation: Yes _____ No ☒ reversed decision on 3/15/07
PDC Committee Proposal Rank: _____ of _____ Total Proposals.
Recommendation of VPAA: Yes _____ No ☒ reversed decision on 3/15/07
Recommendation of President: Yes _____ No _____
Award Date: _____

A. TITLE PAGE

B. ABSTRACT

Innovative Policies and Instruction: ESL Academies in Arkansas

For the past ten years, population changes in the South have significantly impacted public school education.

This is particularly true of Arkansas, where the influx of non-English speakers from Central and South America, from Asia, and from the Marshall Islands have significantly altered the landscape of public education.

In Arkansas, an English-only policy state, bilingual education is prohibited by law. Furthermore, Arkansas is a poor, rural state in the South, where, until recently, not many residents had contact with speakers of other languages from widely diverse ethnic and racial groups.

The population change now is so dramatic in the state, that in some counties one in four persons is a non-English speaker, where the biggest population concentration outside of the Marshall Islands is in Springdale, AR, and where in many primary schools the school population is almost 100% Hispanic.

Given the consequent changes in the public schools, Arkansas was woefully unprepared to educate this new population of non-English speaking students. The State's initial response was to ignore the problem and hope that it would go away.

However, immigrants kept coming and bringing their families and children.

A second response by public schools was to place non-English speaking children into special education classes. This practice violated the non-English speakers' civil rights and public schools were forced to educate, that is, provide equal access to education to all children residing within their districts.

It was clear, that traditional education had not prepared teachers to deal with the new student populations in their classrooms. There was a void or at least a disinterest on the part of colleges and universities in Arkansas to address the need for new teacher training programs that dealt with the question of how to educate children who do not speak English.

In this environment, the ESL Academies were born.

The ESL Academies were designed originally to provide emergency training to teachers in schools with significant numbers of non-English speaking students. Initially, the approach was one non-traditional intensive course in the summer. Now, the ESL Academies train teachers all over the State in Second Language Acquisition, ESL Methodology, Teaching People of other Cultures, and ESL Assessment. Training is still intensive, over a two week period in the summer, provided at various locations in Arkansas.

The training is a partnership between the Arkansas Department of Education, Arkansas Tech University, and the public schools. The partners determine the curriculum for teacher training. The Arkansas Department of Education and the public schools pay for the teachers' tuition, expert lecturers, books, supplies and other resources, Arkansas Tech University oversees the content

and curriculum, evaluates participating teachers' work and awards 12 hours of graduate credit for the successful completion of the ESL Academies. What follows is an analysis of the ESL Academy model and the success it has achieved.

It is the goal of each academy to prepare teachers to teach non-English speaking students effectively. The challenge lies in teaching these students English and academic disciplines, generally within the same parameters that apply to native English speakers. It is a challenge which, at times conflicts with State and national policies and forces educators to reexamine current practices in public schools in light of theory and established research. It is the challenge of the ESL Academies.

C. PURPOSE / OBJECTIVES

The Oxford Round Table is a unique colloquium for small groups of governmental and business leaders to engage in discussions of contemporary public policy that affect nations and states worldwide. The topic for this year's Oxford Round Table is *Bilingual education and the teaching of English as a Second Language*. I have been involved in ESL education for over 12 years, and one of the founders of the ESL Academies which have trained thousands of teachers in Arkansas, but the challenge of how to improve the academic success of English Language Learners (ELLs) in our public schools by improving the training of their teachers, still persists. The Oxford Round Table brings together scholars and policy makers on this topic. I am honored to have been chosen as one of the presenters. The exchange of information will be extremely helpful in informing our programs at Tech of best policies and practices.

D. SIGNIFICANCE / NEED

Research, public policies, and educational practices in second language acquisition are sometimes contradictory. While millions of public funds are spent on helping language minority students close the achievement gap, over 50% of Hispanic students drop out of high school. While Cummins et al, have shown that it takes considerable time for ELLs to acquire social language and even longer to acquire academic language, public schools are consistently cited for failure to educate language minority students based on state and national assessments designed for native English speakers. Collier and others have documented the efficacy of bilingual education, i.e., if students are proficient in their first language, they will become proficient in a second language more easily since knowledge transfers and only the second language vocabulary has to be learned. Yet, English only is the policy of many states. These inconsistencies, among others, need to be addressed if the education of ELL students is to improve. It will be very informative to learn at the Oxford Round Table colloquium how scholars and policy makers from other countries deal with these issues.

E. PROCESS FOR ATTAINMENT OF OBJECTIVES / GOALS

Approximately forty participants have been invited to present papers at the Oxford Round Table colloquium on *Bilingual education and the teaching of English as a second language*. Most papers of the presenters are available for distribution. Along with session notes, I will collect information contained in the presenters' papers for discussion and consideration in the ESL Academies, in the MA TESOL courses, and in the Southeast Regional TESOL Conference 2007. As important as the exchange of documents and ideas are the opportunities for networking and the professional connections which are made at such events. Both sources will provide valuable information which will contribute to the improvement of the instruction of ELL students in Arkansas.

F. DISSEMINATION OF RESULTS

I will submit my paper for publication in the *Forum on Public Policy: A Journal of the Oxford Round Table at Harris Manchester College in the University of Oxford*.

I will disseminate information from the colloquium at the ESL Academies, the MA TESOL courses, the Arkansas Department of Education, and the Southeast Regional TESOL Conference 2007.

G. NA

H. BUDGET

1. Graduate assistant stipend	---
2. Non-work study stipend	---
3. Supplies	---
4. Travel	
Air fare Little Rock to London, 3.16.07	\$ 700.00
London to Little Rock, 3.23.07	
(Estimated Price)	
Accommodations at Harris Manchester College	<u>\$ 2,940.00</u>
Total	<u>\$ 3,640.00</u>
5. Capital Outlay	---

TOTAL PROPOSED BUDGET \$ 3,640.00

I. BIBLIOGRAPHY

Collier, V. 1992. "A Synthesis of Studies Examining Long-Term Minority Student Data on Academic Achievement." *Bilingual Research Journal* 16 (1& 2).

_____. 1995. "Acquiring a Second Language for School." *Direction in Language Education* 1.

_____. 1995. *Promoting Academic Success for ESL Students*. Woodside, New York: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

Cummins, J. 1981. "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students." In *Schooling and Language Minority Students: A Theoretical Framework*. Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.

_____. 2000. *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Tonawanda, NY: Multilingual Matters.

Folse, K. 2006. *Assessment Issues, Teaching Methods, and Second Language Acquisition*. Ann Arbor, MI: University of Michigan Press.

Freeman, D. E., and Y. S. Freeman. 2001. *Between Worlds: Access to Second Language Acquisition*. Portsmouth, NH: Heinemann.

Freeman, Y. S., D. E. Freeman, and S. Mercuri. 2002. *Closing the Achievement Gap*. Portsmouth, NH: Heinemann.

Lucas, T. 1997. *Into, Through, and Beyond Secondary School: Critical Transitions for Immigrant Youths*. McHenry, IL: Center for Applied Linguistics.

Lucas, T., R. Henze, and R. Donato. "The Best Multilingual Schools."

Ogbu, J. 1991. "Immigrant and Involuntary Minorities in Comparative Perspective." In *Minority Status and Schooling: A Comparative Study of Immigrant and Involuntary Minorities*, edited by M. Gibson and J. Ogbu. New York: Garland Publishing.

O'Malley, M. and L. V. Pierce. 1996. *Authentic Assessment for English Language Learners*. New York: Addison-Wesley.

J. VITA, see Attachment

E. Ursula Chandler
Department Head & Professor of German
Liberal and Fine Arts

Education and Certification

Ph.D.	Education, Northwestern University, 1980 German, University of Illinois, 1966
B.S.	German Education, Illinois State University, 1965 Universidad de Guadalajara, Estudios Globales y Humanidades, 1988
Certificate	Administration, Superintendent Certification, University of Central Arkansas, 1992

Teaching and/or Administrative Experience

1998-present	Head, Department of Foreign Languages and International Studies, Arkansas Tech University
1997-present	Professor of German, Department of Foreign Languages and International Studies, Arkansas Tech University
1996-present	Instructor of Record, ESL Academies
1990-1997	Associate Professor of German, Department of English and Foreign Languages, Arkansas Tech University
1984-1990	Assistant Professor of German, Department of English and Foreign Languages, Arkansas Tech University
1981-1984	Instructor of German, Department of English and Foreign Languages, Arkansas Tech University
1984-1990	Supervision of Amity Aides
1977-1978	Instructor, School of Education, Northwestern University
1974-1977	Teacher, Adult Education, New Trier High School, Winnetka, IL
1974-1975	Teacher, New Trier High School, Winnetka, IL
1966-1969	Teacher, Champaign High School, Champaign, IL

Programs Developed

2004	B.A. in Foreign Languages with a Concentration in Medical Spanish
2004	M.A. in TESOL
2002	M.A. in Spanish
1998	B.A. in International Studies
1996	ESL Academies

Related and/or Consulting Experience

1996-present	Instructor of Record, The Arkansas Department of Education, Office of Language Minority Programs: ESL Academies
1996-2000	The Arkansas Educational Television Network (AETN), Conway, AR, and the Arkansas Department of Education: development of ESL Distance Learning Video Courses
1999-present	Arkansas Department of Education, National Board Teacher Certification
1996-present	The Arkansas Department of Education, Equity Assistance Center: ESL Academies, also in November 1996, April 1997, June 1997, June 1998, December 1998, and July 1999
1999	Prime Time: Literacy Program for Children and Parents, Louisiana Endowment for the Humanities
July 1997	The Arkansas Department of Education, Teacher Education and Licensures: ESL Standards
1994-1995	Stark Manufacturing, Inc., Russellville, AR
1992	Arkansas Department of Education: foreign language standards, Little Rock, AR
1992	Innovation Industries, Russellville, AR
1982-1990	Dardanelle Public Schools (pro bono): administration, budget, curriculum and faculty development, Dardanelle, AR
1986	Bertrand Goldberg, Associates (Architects): educational design and planning of Wright College, Chicago, IL
1976	Design of Social Studies Testing Materials, Science Research Associates, Inc., Chicago, IL

Courses Taught

Fall 2000-Spring 2004	Since I am the German Program, I typically teach all the courses required for the major and an occasional graduate seminar.
Spring 2000	Beginning German II (GER 1024) Intermediate German II (GER 2024) Seminar in German (GER 4283) Special Problems (GER 4993)
Fall 1999	Beginning German (GER 1014) Intermediate German (GER 2024) Conversation/Composition II (GER 3013)
Spring 1999	Beginning German II (GER 1024) Intermediate German II (GER 2024) Conversation/Composition I (GER 3003) Special Problems (GER 4993) Special Problems (SPAN 4993)

Scholarly and Professional Activities (1996-1999)

Publications/Presentations

2000	Paper, <u>Summoning Ghosts – Burger's Leonore and the Search for German National Identity</u> , Annual Conference of the British Society for Eighteenth-Century Studies in 2000, University of Aberdeen, Scotland, UK.
2000	The Fund for the Improvement of Postsecondary Education, <u>CHOICE: Commitment to Hispanic Students: Opportunities and Initiatives for a College Education</u> .
1999	Convener, <u>ESL Professional Development Conference</u> .
1998	Dwight D. Eisenhower Grant, <u>ESL Professional Development Conference</u> .
1997	<i>Looking Beyond Your Belly Button</i> , SLA/AFLTA Conference, Little Rock, AR
1997	<i>Education in Germany and Austria</i> , Humanities Lecture Series.
1996	<i>Cultural Issues and the Education of Language Minority Students; Alienation and Social Adjustment</i> , Tyson/Arkansas Department of Education, ESL Academy, Russellville, AR, also in November 1996, April and June 1997.

Meetings

Dec. 2004	Modern Language Association Conference, Philadelphia, PA
Dec. 2001	Modern Language Association Conference, New Orleans, LA
April 1999	North Central Association, Annual Meeting, Chicago, IL
April 1999	Facilitators Institute, National Board for Professional Teaching Standards, Oklahoma City, OK
Dec. 1999	Modern Language Association Conference, Chicago, IL
Dec. 1998	Modern Language Association Conference, San Francisco, CA
April 1997	<i>Eudora Welty, Mississippi Home Ties</i> , Eudora Welty Conference, Jackson, MS
March 1997	<i>Advancing Liberal Learning</i> , Association of American Colleges and Universities, Charleston, SC
Nov. 1996	<i>Doing Business in Europe</i> , The Arkansas Industrial Development Commission, Little Rock, AR

Memberships & Service to Professional Organizations

Modern Language Association
Chicago Art Institute

Association for Supervision and Curriculum Development
 Fulbright Association
 Eudora Welty Society
 Margaret Atwood Society
 Rotary International
 Arkansas Scottish Country Dance Society
 President and founding member, The Arkansas Group (TAG) 1994-present
 Entertainment Chair, Global Fest 1999, Russellville Chamber of Commerce

Service (1996-2003)

University

July 2001	Faculty Senate, President, Member 1998-2000 Academic Council Budget Advisory Committee Excellence Awards Committee Search Committee for Vice President for Student Services Strategic Vision Committee Technology Committee Developed a collaborative agreement with the Instituto Tecnológico y de Estudios Superiores de Monterrey, Universidad Virtual
Nov. 1999	Faculty sponsor, Harmony Arkansas Heritage Singers with Student Activities Board
Jan. 1998	Developed an interdisciplinary International Studies Degree Program effective January 1998. The purpose of the new program is to provide greater opportunities for graduates of Arkansas Tech University by teaching them the skills necessary to function successfully in a global work environment.
1996, 1997	Developed ESL course Teaching People of Other Cultures, needed for the ESL endorsement in Arkansas. I have served as the Instructor of Record for four special ESL Academies whose purpose is to provide training to teachers of non-English speaking students.
1996-1997	Developed comprehensive health insurance coverage for the university
1993-1997	Chair, Faculty Salary, Benefits and Awards Committee
1993-1996	Graduate Council Faculty sponsor, German Club

School/Department

Arkansas International Languages Program (AILP) Interim Director, Summer 1996
 Foreign Language Coordinator, 1996-1997
 Peer Review Committee, 1995-1997
 Assistant Professor of Spanish Search Committee
 AILP Search Committee
 English and Foreign Languages Search Committee
 Massie-Mobley Foreign Language Scholarship Committee
 International Studies Scholarship Committee

Developed a World Literature seminar in German folklore, based primarily on the Grimms' collection of folk tales, for the undergraduate and graduate levels. I have taught this seminar four times, most recently in spring 2000.

With Professor Jeff Mitchell, I developed a new humanities seminar, Germany Revisited 1990-1995, for undergraduate and graduate levels, which examined the changes in Germany since reunification. Dr. Mitchell and I taught this seminar in spring 1996.