

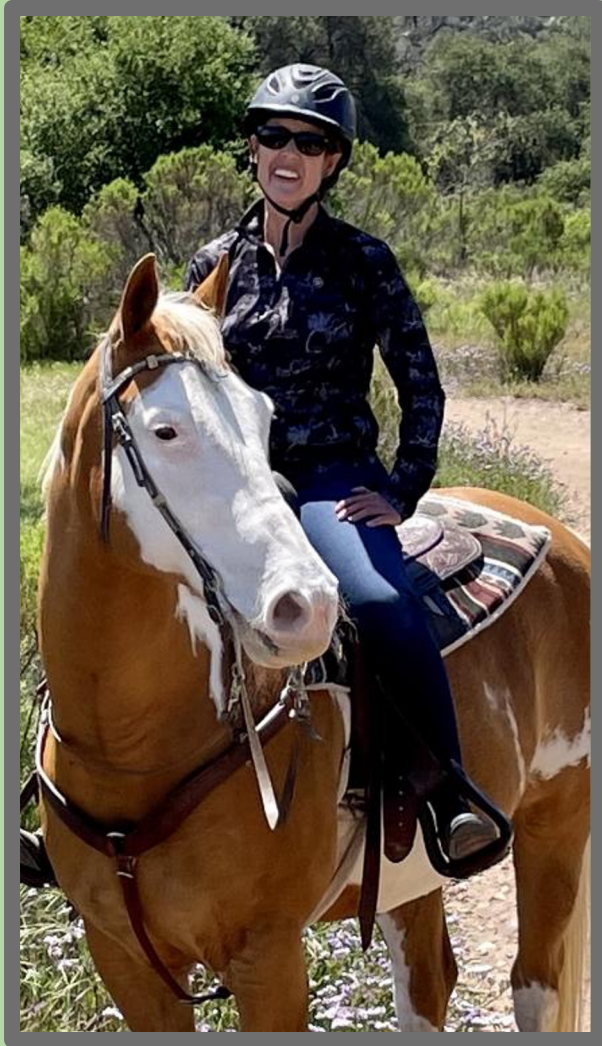
# Equine Assisted Services and the English Language Learner

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PATH International Region 11 Conference





**E.U.S.D. 33 years, SDUSD, SDCOE  
M.Ed. English for Speakers of Other Languages  
NBCT English as a New Language  
PATH: CTRI, ESMHL**

# Learning Objectives: Participants will



develop background knowledge about California's English learners and newcomer students.



review best practices to be used in the instruction of English learners.



engage in instructional structures that promote oracy.

# What is an English Language Learner?

- student who comes from a non-English speaking home
- student is learning English
- diverse abilities and needs



\* A newcomer is an English learner who has recently arrived to the U.S.

# Facts about English Learners in California

- A total of 2,310,311 students speak a language other than English in the home.
- In the 22-23 school year, there were approximately 1.113 million English learners in California public schools
- 65.8% of these learners are enrolled in the elementary grades (K-6).
- Top 5 languages spoken: Spanish, Vietnamese, Mandarin, Arabic, Cantonese



# California's Newcomers

- 152,000 newcomers in California (2021; special data request from CDE)
- 1 out of every 40 students is a newcomer
- Mexico, Guatemala, El Salvador, China and India: Top 5 countries of Origin
- 2 out of 3 students are socioeconomically disadvantaged
- The majority speak home languages other than Spanish
- Most heavily concentrated in 5 counties: Alameda, Santa Clara, Los Angeles, Orange and San Diego



# Factors Impacting Newcomers' Adjustment and Success and in School

- Unaccompanied minors
- War and/or other Trauma
- Family Separation/Reunification
- Legal status in U.S.
- Arrival age
- Cultural identity
- Homelessness

*Know who you  
are teaching!!!*



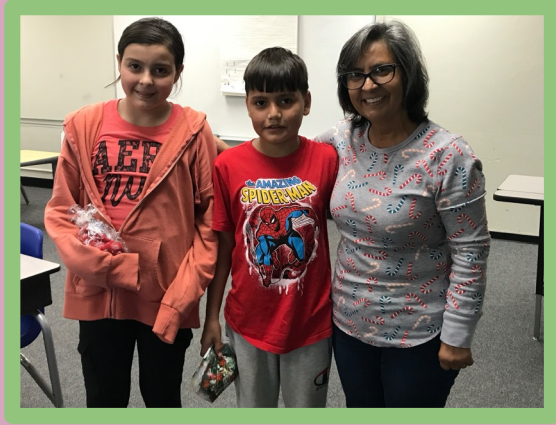
# Closing the Achievement Gap

- Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible.
- Ensure that English learners, within a reasonable amount of time, achieve the same rigorous grade-level academic standards that are expected of all students.





# The Challenge and The Opportunity

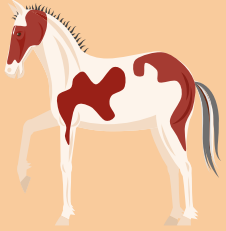


# YOU are a language teacher!



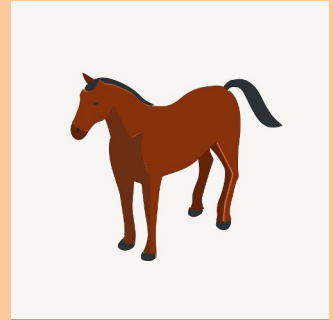
EAS= an opportunity to teach language through the content of horsemanship.

# Four Corners Structure

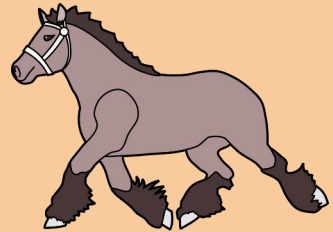


color breeds

AQHA



other



thoroughbred/  
warmblood



I chose the \_\_\_\_\_. I chose this corner  
because \_\_\_\_\_.  
My favorite is \_\_\_\_\_ because \_\_\_\_\_.  
One reason why I like \_\_\_\_\_ is \_\_\_\_\_.

# What is Oracy and Why is it Important?

- Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.
- Voice 21 considers that oracy deserves as much attention as literacy or numeracy in educational contexts.
- Research shows that Oracy is one of the strongest predictors of a child's future life success.
- Research also shows that developing oral proficiency in English is crucial to students' academic success and that there is a positive relationship demonstrated between students' oral proficiency and reading achievement.



**National Literacy Panel on Language Minority Children and Youth lists oracy as a foundational skill in language and literacy development.**

# Scaffolding Student Learning

- Providing opportunities to verbally interact with peers is one of the most important and powerful ways to scaffold student learning.
- Providing language learners opportunities for collaboration and extended discourse is one of the high-leverage, evidence based practices that support ELs in content learning and language acquisition
- Through social interaction, students also acquire social and emotional skills that are essential for well being, resiliency and adaptability to the social context



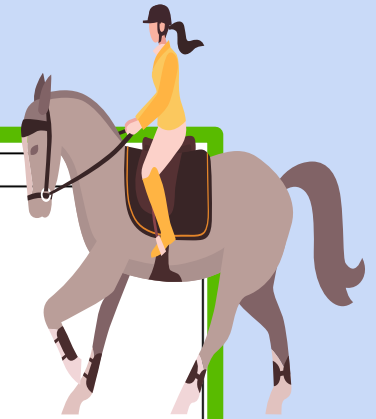
Act on the knowledge that students learn language by using it in meaningful ways!!

# Values for Educating English Learners

- Value language and culture as assets
- Ensure equity in educational richness
- Build content knowledge and language in tandem
- Attend to specific language learning needs
- Integrate domains of communication
- Provide appropriate scaffolding
- Evaluate progress appropriately



# Windowpane Strategy



## Values for Educating English Learners

I can teach with an assets-based approach and ensure equity in my instruction.

I can build content knowledge and language in tandem (integrated ELD).

I can attend to specific language learning needs (designated ELD).

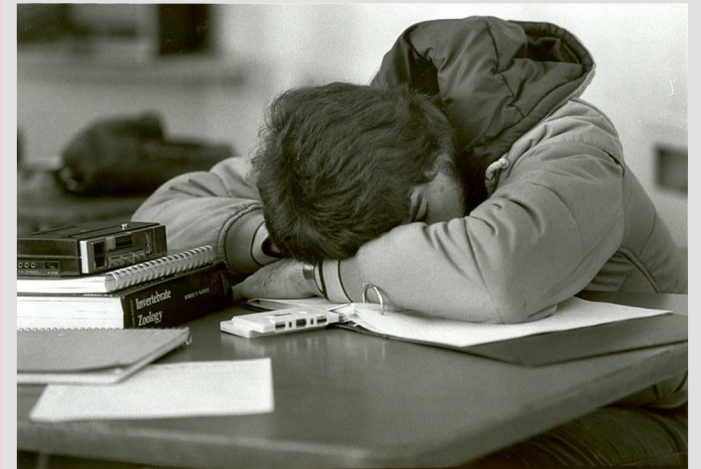
I can integrate domains of communication.

I can provide appropriate scaffolding.

I can evaluate progress appropriately.

**“If students are stressed or feeling threatened, all cognitive function-learning, problem solving, creative thinking stops.”**

Hammond & Jackson, 2015





# The Affective Filter and Language Development



# Strategy: Lines of Communication

- Students form two lines, A and B, with students facing across from each other.
- Teacher asks a question or gives a prompt. Student in Line A responds, then Student in Line B responds.
- Teacher gives a signal and students in Line A then shift one spot to the right so that everyone has a new partner.
- Repeat



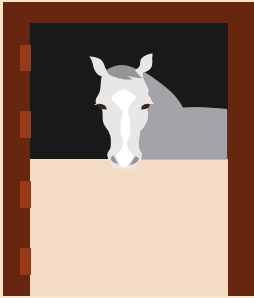
The word “horse” makes me think about \_\_\_\_\_  
because...



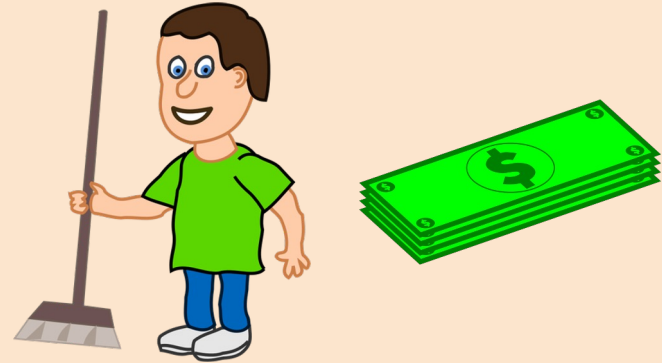
action and adventure



athleticism and performance



peace and relaxation

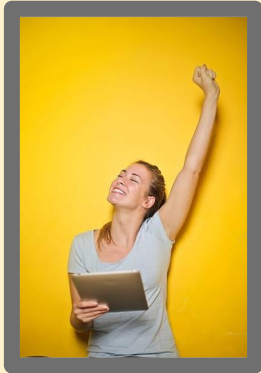


work and money

Horses make me feel \_\_\_\_\_ because...



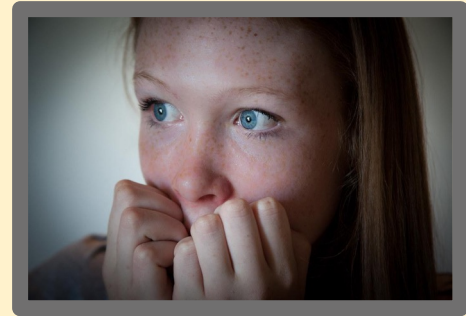
happy



excited



at peace



nervous

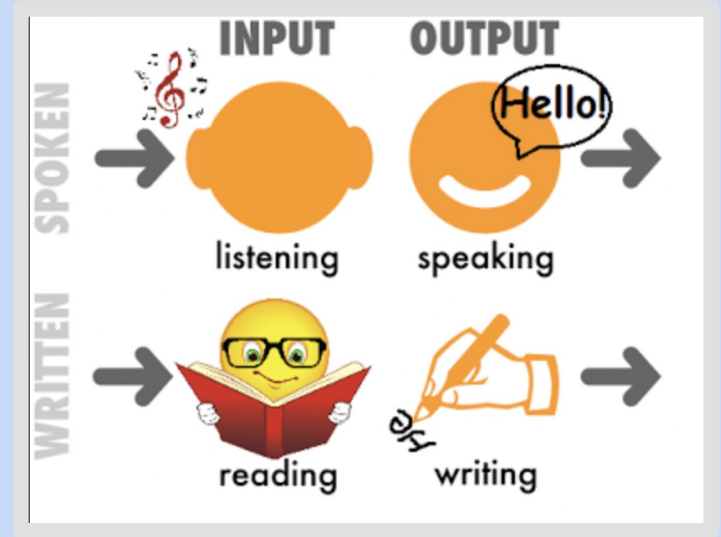
Comprehensible Input

+

Low Stress Output

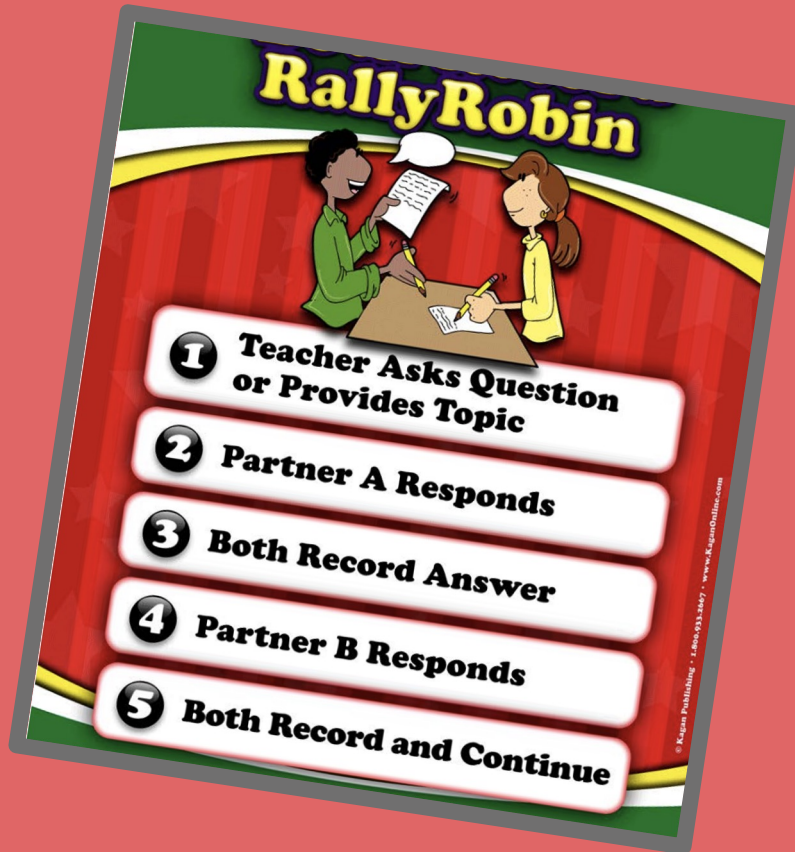
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Language Develops



What are some ways that you can make your teaching comprehensible to a student who doesn't speak English?

# Strategy: Rally Robin

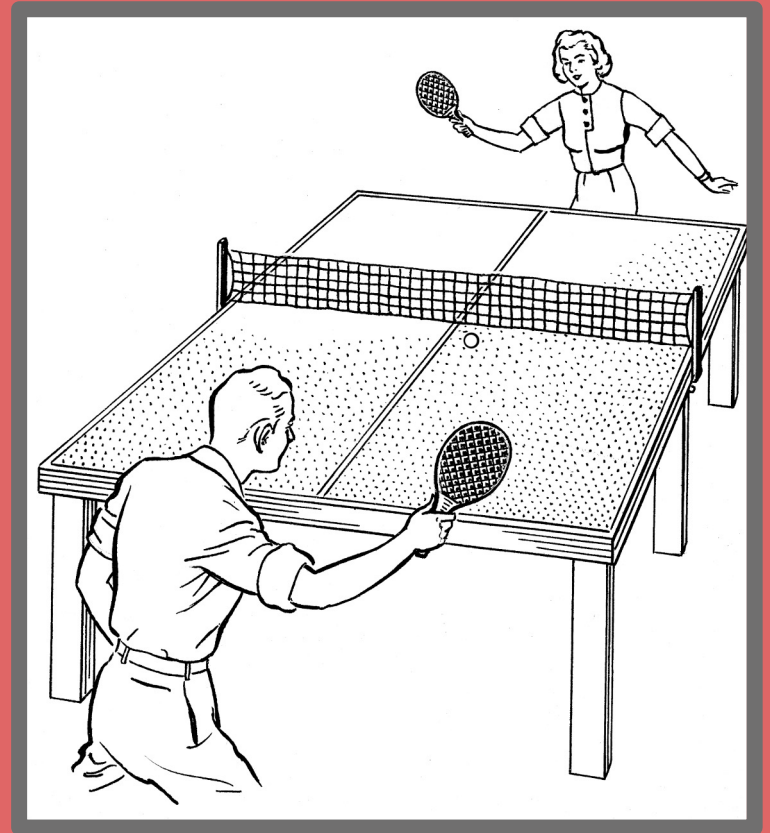


**Rally Robin**

Illustration of a teacher and a student sitting at a desk, discussing a document. The teacher is pointing to the document, and the student is writing.

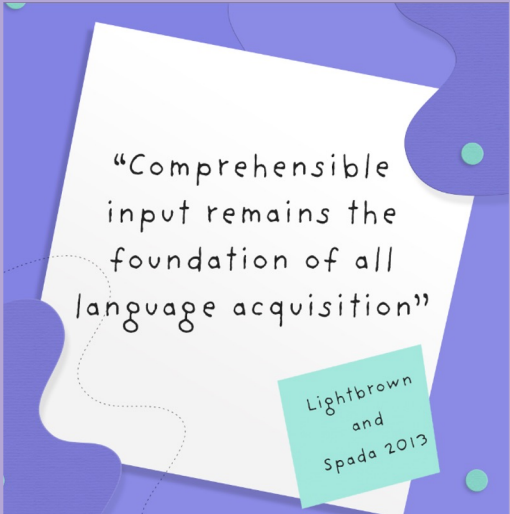
- 1 Teacher Asks Question or Provides Topic**
- 2 Partner A Responds**
- 3 Both Record Answer**
- 4 Partner B Responds**
- 5 Both Record and Continue**

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# Strategies for Making Content More Comprehensible

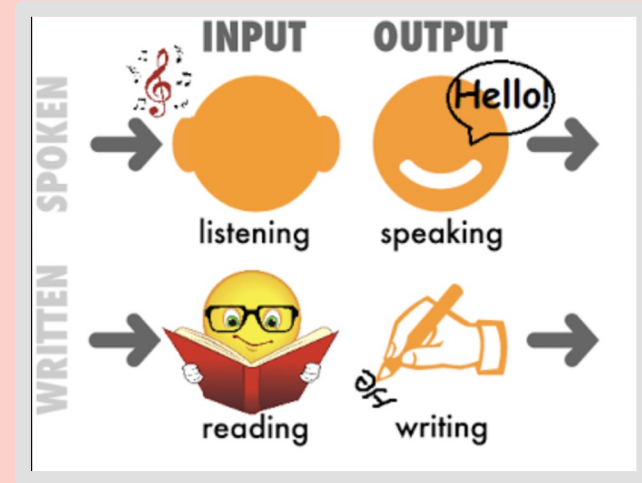
1. Use visuals- *the human brain processes images 60,000 times faster than text!*
2. Slow down your speech and enunciate
3. Point or gesture while talking
4. Use Labels
5. Repeat and Rephrase
6. Chunk text
7. Focus on key words/concepts
8. Modeling (gradual release)
9. Provide frequent processing time



“Comprehensible input remains the foundation of all language acquisition”

Lightbrown  
and  
Spada 2013

Comprehensible Input  
+  
**Low Stress Output**  
=  
Language Develops



Turn and Talk: What are some ways that you can make language production low stress for your students ?



**Comprehensible Input**

+

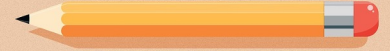
**Low Stress Output**

=

**Language Develops**

Yes

No



1. Allow for the use of primary language.
2. Use strategic partnerships or small groups for safe practice.
3. Scaffold the types of questions asked- yes/no, one word/short phrase responses, open-ended.
4. Provide sentence stems, frames, and graphic organizers to scaffold responses.
5. Allow the use of drawings, images, or symbols in responses
6. Provide a clear objective/directions (model)

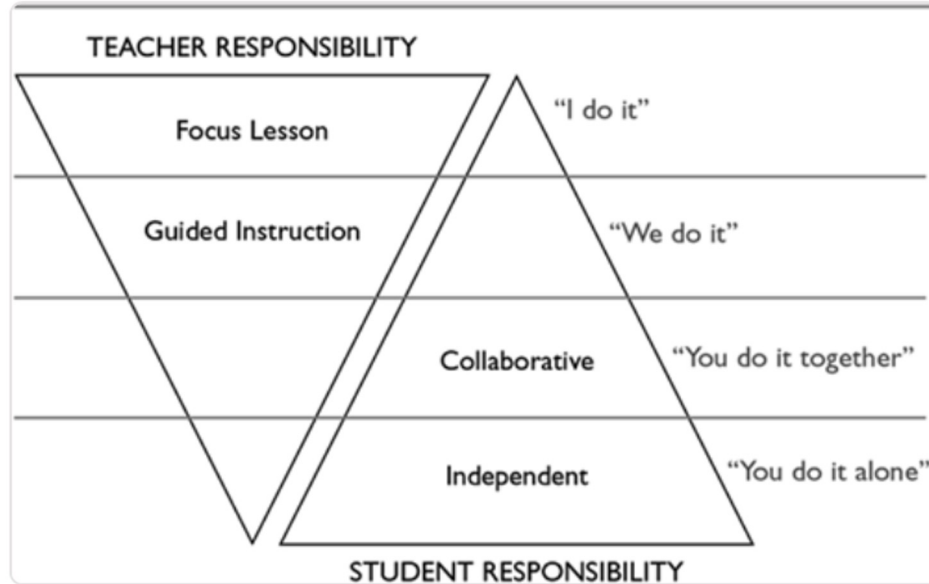
It can take up to **20** good examples for a child to hear a word and be able to use it.

For an English learner, the student must not only hear the word, but also have opportunities to repeat, practice and use the word in a variety of meaningful situations.



# Gradual Release of Responsibility

## Overview of GRR Framework



# I do: “Things found in my Tack box”



# We do: “Things found in my Tack box”



You do together: With a partner, take turns naming the items on your cards.



You do: Who has the \_\_\_\_\_?

I have the \_\_\_\_\_.



# Questions?

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