

FACULTY ENHANCEMENT OPPORTUNITY (FEO) APPLICATION

DUE FEBRUARY 26, 2009

Name (last, first): de Jong, Ester

UF ID: _____

Type of Appointment (check): tenured tenure-track
 clinical other (_____)

Date of Appointment to UF Faculty (month/year): August, 2001

Date Tenure Awarded, if applicable, (month/year): July, 2007

College: College of Education

Department: School of Teaching and Learning

Total Central FEO Funds Requested: _____

Total College/Department Funds to be Provided: _____

Any Other Funds to be Applied, if applicable: _____

GRAND TOTAL FOR FEO: _____

ABSTRACT: (Provide one paragraph describing your proposed FEO project in a way that can be understood by colleagues outside your discipline, alumni, and educated members of the general public.

My research has focused on the intersection between bilingual education and language policy for several years with a focus on the United States. I am currently PI on a research grant Developing English Language and Literacy through Teacher Achievement (Project DELTA; \$1,107,771) funded by the U.S. Department of Education examining teacher effectiveness with English language learners with a focus on Florida. One of the trends that has emerged from these studies is the under-representation of research on multilingual learning contexts in the United States and the absence of instruments to examine effective multilingual classrooms. In contrast, European scholars have engaged in research, policy, and practice in multilingual schooling contexts for many years. My intent for FEO is to build on and extend my current research and enhance my expertise in the research, policy, and practice of multilingual education (broadly defined). The FEO will allow me to attend two research colloquia, visit multilingual schools, meet with leading researchers in Europe, conduct a literature review, and engage in instrument development for classroom observations. These activities will enhance my scholarship and teaching; position me strategically to increase external grant funding for future research, particularly classroom-based instrument development to measure effectiveness for multilingual settings; increase my national and international visibility through conference presentations and publications; and lay the foundation for cross-national collaborations for research, grants, and publications.

Please submit a two page *curriculum vitae* / resume with your application.

GOALS FOR FEO:

(List 3 to 5 succinct goals)

I have the following five specific goals for FEO

- (1) To conduct an initial literature review on educational policy and practices in multilingual settings, with a focus on Western European contexts.
- (2) To see multilingual approaches in practice, particularly as reflected in the so-called "European schools" in Belgium and the Netherlands.
- (3) To attend and participate in two research colloquia dealing with multilingualism and educational (language) policy.
- (4) To meet with leading researchers the area of multilingualism and educational policy.
- (5) To revise existing classroom observation protocols, pilot the new version, and use the adapted observation protocol in multilingual settings.

FEO PLAN/ACTIVITIES/SCHEDULES:

(Describe in the space allotted on pp. 2-3 of this form; plan cannot exceed one calendar year.)

Two colloquia will be offered in Europe in September 2009 that precisely integrate issues of multilingualism and language policy. The first takes place in Barcelona, Spain (September 7-10, 2009). Entitled "Summer School on Bi-and Multilingualism" this colloquium is targets post-graduate faculty and researchers interested in receiving an overview of the state of the art in the field of bilingualism and multilingualism from a cross-disciplinary perspective (including psycholinguistics, neurolinguistics, and sociocultural theory). The second colloquium takes place at the University of Antwerp, Belgium (September 14 – 16, 2009). This conference, entitled "Multilingualism from Below" examines language policy processes at the local level in multilingual educational contexts and its impact on linguistic decision-making and effective practices.

Following the colloquia, I will visit schools in Belgium and the Netherlands. First, I will visit two so-called European Schools in Belgium and one the Netherlands. I selected this type of school because they are one of the few successful models of multilingual education, including up to four languages of instruction! Second, I will visit schools with multilingual populations, even though the language of instruction may only be the national language. Through informal observations and interviews, I will gain new insights as to the organization of schools for or in response to multilingualism.

In preparation for these two conferences and subsequent visits with research centers funded by the National Science Foundation in Europe and on on-going basis after the visit to Europe, I will conduct a literature review. This literature review will prepare me for a productive visit to Europe. Combined with the expertise gained in Europe, it will also inform subsequent instrument development for classroom observations to identify effective practices in multilingual classrooms. For this phase of the project, two existing classroom protocols for English language learners in mainstream classroom settings will be adapted, based on the knowledge gained from the international literature and research. Specifically, the observation protocol developed in our own research under Project DELTA for English language learners in mainstream classrooms and the two-way immersion observation protocol (TWIOP) for integrated bilingual settings will be combined into a new instrument and adapted with this new knowledge. The revised instrument is important in assisting us in refining our on-going research to scientifically link effective teacher behaviors to student outcomes (in terms of academic achievement and language development) in diverse contexts.

FEO PLAN/ACTIVITIES/SCHEDULES: (Continued: page 2 of 2)

Thus, FEO funds would be used to support the following activities (a) conduct a literature review; (b) attend two research colloquia; (c) visit multilingual schools; (d) consult with key scholars in the field; (e) engage in instrument development for classroom observations. A suggested timeline with activities planned is provided below.

Time Activities planned

End of August (beginning of Fall semester):

(a) contact European Schools; (b) contact leading scholars at research centers funded by the European National Science Foundation, such as the Research Centre on Multilingualism, the Centre for Language and Migration (Belgium) and Tilburg University (Netherlands); and (c) conduct an initial literature review on multilingual education in Western-European settings with support from Research Assistant.

September 5 – 16

Attend the Summer School on Bi-and Multilingualism. Barcelona Spain. This colloquium Represents different disciplinary approaches and state-of-the-art research; target audience: post-graduate and researchers. Attend Multilingual Information Development Programme (MIDP) Colloquium "Multilingualism from Below", University of Antwerp, Antwerp, Belgium.

September 17-30

Visit European School Site in Brussels, Belgium (4 sites), and Bergen, Netherlands (one site) to observe classrooms and talk to teachers. Visit key scholars engaged in research on multilingualism in Belgium and the Netherlands. In particular, I am focusing on research centers funded by the National Science Foundation. These include: Research Centre on Multilingualism (Catholic University, Brussels, Belgium) and the Centre for Language and Migration (Brussels, Belgium); Tilburg University, the Netherlands.

October

Continue literature review; refinement and adoption of existing instruments developed under Project DELTA with a specific focus on multilingual classrooms; Pilot and revise instrument

November

Continue literature review; train RA to use the observation instrument; use revised instrument for initial data collection in selected multilingual settings

OUTCOMES OF FEO: (Remember that you will be asked to submit a report of your accomplishments at the conclusion of the FEO. Please prepare this section with that report in mind.)

A. List specific outcomes of this FEO related to your own professional growth and development.

The nature of scope of the FEO activities will have a significant impact on my professional development. Among others, these activities will

- Position me strategically for securing further external funding to bring current research on effective classrooms for multilingual populations to scale.
- Connect me professionally with an international network of scholars engaged in this work which can stimulate further research, collaborative grant applications, and/or publications.
- Increase my international visibility and reputation through collaboration, conference presentations, and publications.
- Significantly increase my knowledge of multilingual schooling in diverse societies with state-of-the-art research and findings and examples of practice.
- Enhance the quality of my research as I learn about different theoretical frameworks and analytical tools and instruments used by the scholars and research centers.

B. List specific benefits of this FEO to your department, college and/or the university overall.

In addition to my own professional growth and development, these FEO activities also have the following specific benefits to the department, college, and the university at large. Specifically,

- Anticipated increased external funding will support the university financially, enhances its scholarly reputation as a Research I university as well as its international visibility.
- The FEO will lead to international collaboration and research networking and thus supports the mission of the College and the University to be globally engaged and extend its reputation beyond U.S. borders.
- My increased knowledge will benefit graduate students in my department, the college, and outside the college as I incorporate the research into my course work, specifically one of my doctoral seminars (Issues of Multilingualism from a Global Perspective) and graduate courses (Bilingual and Bicultural Education).
- The FEO will enhance my mentoring skills for graduate students and colleagues within and outside the College of Education.

CHECK ONE: I agree (✓) or I do not agree () that my proposal (WITHOUT budget information), if successful, can be shared with others applying for FEOs.

CENTRALLY-FUNDED FEO APPROVAL FORM

1. CHAIR, DEPARTMENT OR COLLEGE SABBATICAL COMMITTEE OR EQUIVALENT:

TYPED NAME: Jeanne Repetto

SIGNATURE: *Jeanne Repetto*

2. DEPARTMENT CHAIR:

TYPED NAME: Elizabeth Bondy

SIGNATURE: *Elizabeth Bondy*

3. DEAN:

TYPED NAME: Catherine Emihovich

SIGNATURE: *Thomas More for C. Emihovich*

Ester Johanna de Jong, Ed.D.
Associate Professor, ESOL/Bilingual Education
School of Teaching and Learning, College of Education
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EDUCATION

Ed.D. in Literacy, Language and Cultural Studies, School of Education, Boston University, Boston, USA, May 1996. Dissertation title: "Integrating Language Minority Education in Elementary Schools."

BA/MA. Language and Literature Studies with a Major/Specialization in Language and Minorities, Tilburg University (KUB), Tilburg, Netherlands, March 1990. Thesis title: "Vocabulary Acquisition Through Picture Book Reading in Dutch as a Second Language."

PROFESSIONAL EXPERIENCE

Aug 2001 – present Assistant/Associate Professor, School of Teaching and Learning, College of Education, University of Florida. Courses taught: TSL 5142 ESOL Curriculum, Methods, and Assessment, FLE 6165 Bilingual and Bicultural Education, EDG 6931 Multilingual Issues from a Global Perspective, TSL 6240 Language Principles for Teachers, TSL 6700 Issues in ESOL for School Counselors.

1996- 2001 Assistant Bilingual Director, Framingham Public Schools. Responsible for the supervision of K-12 teachers in the ESL program, the Spanish-English and Portuguese-English Bilingual Programs and the Spanish-English Two-Way Program.

1999- 2001 Lecturer. Lectured for one semester at each the following institutions: Harvard University, Simmons College, Framingham State College on issues related to bilingualism and bilingual education.

1989-1990 Educational Consultant, Institute for Curriculum Development (SLO), Enschede, the Netherlands. Project: Dutch as a Second Language at the Secondary School Level.

Grant-Funded Projects

de Jong, E.J., Coady, M., & Harper (July 2007 – July 2012). Principal Investigator. *Developing English Language and Literacy through Teacher Achievement (Project DELTA)* (\$1,107,771). Funding agency: U.S. Department of Education.

de Jong, E.J. (May 2006- May 2007). Principal Investigator. *Student and teacher experiences in a secondary two-way immersion program* (\$3,000). Funding agency: The UF College of Education Research Incentive Fund.

de Jong, E.J. (August 2004- May 2005). Principal Investigator. *Questions in integrated bilingual settings* (\$3,000). Funding agency: The UF College of Education Research Incentive Fund.

Harper, C. A., de Jong, E.J., Coady, M., & Silver, P. (October 2004- June 2005). Co-Principal Investigator. *Preparing teachers for ELLs: Exploring the "just good teaching" myth through video* (\$10,000; Subgrant). Funding agency: USDOE Preparing Tomorrow's Teachers to Use Technology (Awarded \$1,432,702.00, 2001-2005).

Selected Peer-Reviewed Publications (chronological order) *= data-based articles

de Jong, E.J. *Foundations of Multilingualism in Education*. Caslon Publishing (under contract)

- de Jong, E.J., & Freeman, R. (submitted). Bilingual approaches. *To appear in* Leung, C., & Creese, A. (Eds.). *English as an Additional Language – a reader for teachers working with linguistic minority pupils*. Sage publications (UK).
- *Bears, C. A., & de Jong, E.J. (2008) Cultural and linguistic investment: Adolescents in a secondary two-way immersion program, *Equity & Excellence in Education, Special Topics Issues on Bilingualism*, 41(3), 325-240.
- de Jong, E.J., & Howard, E. (2009). Integration in two-way immersion education: Equalising linguistic benefits for all students. *International Journal of Bilingual Education and Bilingualism*, 12(1), 81-99.
- de Jong, E.J. (2008). Bilingual Education. In Salkind, N. (ed.). *Encyclopedia of Educational Psychology* (pp. 97-103). Thousand Oaks, CA: Sage publications.
- *de Jong, E.J. (2008). Contextualizing policy appropriation: Teachers' perspectives, local responses, and English-only ballot initiatives. *Urban Review*, 40 (4), 350-370.
- *Gort, M., de Jong, E.J., & Cobb, C. D. (2008). SEeIng through a bilingual lens: Structural and ideological contexts of structured English immersion in three Massachusetts districts. *Journal of Educational Research and Policy Studies*, 8 (2), 41-67.
- *Harper, C.A., de Jong, E.J., & Platt, E. (2008). Marginalizing English as a second language teacher expertise: The exclusionary consequence of *No Child Left Behind*. *Language Policy*, 7, 267-284.
- *de Jong, E.J., (2006). Integrated bilingual education: An alternative approach. *Bilingual Research Journal*, 30(1), 23-44.
- *de Jong, E.J., Gort, M., & Cobb, C.D. (2005). Bilingual education within the context of English-only policies: Three districts' responses to Question 2 in Massachusetts. *Educational Policy*, 19(4), 595-620.
- de Jong, E.J., & Harper, C.A. (2005). Preparing mainstream teachers for English language learners: Is being a good teacher good enough? *Teacher Education Quarterly*, 32(2), 101-124.
- *de Jong, E.J. (2003). L2 proficiency development in a two-way and developmental bilingual program. *NABE [National Association of Bilingual Education] Journal of Research & Practice*, 2(1), 77-108.
- *de Jong, E.J. (2004). After exit: Academic achievement patterns of former English language learners. *Education Policy Analysis Archives*, 12(50). Available online from <http://epaa.asu.edu/epaa/v12n50/>.
- *de Jong, E.J. (2002). Effective bilingual education: From theory to academic achievement in a two-way bilingual program. *Bilingual Research Journal*, 26(1), 65-84.