



**NOTES FOR THE
ESOL TEST PREPARATION
CLASS
2015**

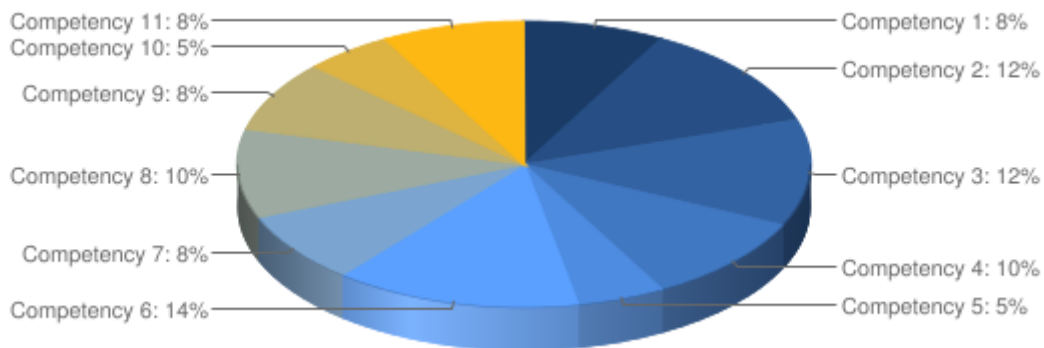
(State of Florida's Fifth Edition)

Table of Contents

Testing Information	3-6
Competency 1: Knowledge of culture as a factor in English language learners' (ELL's) learning	7-11
Competency 2: Knowledge of language as a system	11-20
Competency 3: Knowledge of language acquisition and development	20-33
Competency 4: Knowledge of second language literacy development	34-43
Competency 5: Knowledge of ESL/ESOL research, history, public policy, and current practices	44-58
Competency 6 and Competency 8: Knowledge of Planning, Standards and Content Instruction	59-74
Competency 7: Knowledge of Resources and Technologies	74-81
Competency 9, 10, and 11: Knowledge of Language Proficiency and Assessment Issues	81-91
Additional Resources	92-96
FAQ – Frequently Asked Questions	97-98
Glossary	99-109
Acronyms	109-110

Competencies, Skills, and Approximate Percentage of Questions

Competency	Approximate Percentage of Total Test Questions
1 Knowledge of culture as a factor in English language learners' (ELLs)' learning	8%
2 Knowledge of language as a system	12%
3 Knowledge of language acquisition and development	12%
4 Knowledge of second language literacy development	10%
5 Knowledge of ESL/ESOL research, history, public policy, and current practices	5%
6 Knowledge of standards-based ESOL and content instruction	14%
7 Knowledge of resources and technologies	8%
8 Knowledge of planning standards-based instruction of ELLs	10%
9 Knowledge of assessment issues for ELLs	8%
10 Knowledge of language proficiency assessment	5%
11 Knowledge of classroom-based assessment for ELLs	8%



All Test Prep information on pages 3-5 is taken from the website: www.fl.nesinc.com

ESOL K–12 (047)

Format	Computer-based test (CBT); approximately 120 multiple-choice questions
Time	2 hours and 30 minutes
Test Dates	By appointment, year round. You will schedule your test during registration, based on available dates.
Test Sites	CBT sites are located throughout Florida and nationwide.
Passing Score	A scaled score of at least 200
Reference Materials Provided for This Test	None
Test Fee	First attempt: \$200 Retake: \$220
Score Reporting	Unofficial pass/non-pass status is provided immediately after testing; score reports are released within 4 weeks of testing.
Testing Policies	When you register, you must agree to abide by all testing rules and policies.
Prepare	View the preparation materials available for this test.

Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score.

Copyright © 2015 Pearson Education, Inc. or its affiliate(s). All rights reserved.

Pearson, P.O. Box 226, Amherst, MA 01004

Test Appointment

Receiving Your Admission Ticket

After you register for a test, you will receive an admission ticket by email to bring to your test appointment. You may also log in to your account to view or print your admission ticket.

Your admission ticket will include the address of the test site.

Reporting to the Test Site

Report to the test site **30 minutes before the appointment time** indicated on your admission ticket. You must bring the following to your test appointment:

- your admission ticket
- proper identification

Review the testing policies about arriving late to the test site, missing your appointment, and test site closures.

Taking the Test

The test session provides enough time for pre-administration activities and test completion. Even though you may finish testing before the ending time of the test session, you should plan to use the entire session time. Please note that you will be allowed no more than the allotted time to complete the test.

Before Testing

- Complete pre-administration activities, including identity verification procedures such as having your photo taken and your palm scanned.
- If you are wearing eyeglasses, you may be asked during the check-in process to remove them for a visual inspection. Please note that the test center proctor will not touch or otherwise handle your glasses.
- Place all personal items, including any prohibited materials, into the secure storage provided.
- Receive an erasable notepad and pen from the test proctor.
- Complete a tutorial on how to take a computer-based test, including how to record your responses to multiple-choice questions and performance components.
- After you sign in at the test center, you will be presented with a nondisclosure agreement on the computer. It will ask you to indicate your agreement to the conditions set forth on the current website, including the Important Testing Information and Agreement to the Testing Rules and the rules communicated to you orally or in writing at the test administration. You will have five minutes to read and accept the terms of this nondisclosure agreement. If you do not respond within five minutes, or if you indicate that you do not accept the terms of the agreement, your test session will terminate, you will not be permitted to test, you will receive no refund or credit of any kind, and you will be required to wait 31 calendar days before you can retake the test.

During Testing

- You may take restroom breaks. For most tests, the time you take for breaks is counted as part of your testing time. A scheduled 15-minute break is provided to examinees taking one of the following subtest combinations: two or more subtests of the FELE, three or more subtests of Prekindergarten/Primary PK–3 or Elementary Education K–6, or all four subtests of the General Knowledge Test. The scheduled breaks for these aforementioned tests do not count against an examinee's testing time.
- You may not communicate with other examinees or unauthorized persons either in person or by communication device.
- You will be monitored continuously and may also be videotaped.
- If you require assistance, raise your hand and notify test center staff. Please note that test center staff cannot answer questions about or discuss test content with you.
- You will not lose any testing time if your computer freezes. If this or other problems occur, you will resume testing where you stopped once the issue is resolved.

After Testing

- At the conclusion of testing, your test materials will be collected and you will be dismissed from the test session.
- Once you have been dismissed, you must leave the test site.
- If you have a test appointment later in the day, return to the test site 30 minutes before your next appointment.
- If you would like to submit comments about your test appointment, go to www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce and follow the "online survey" link to complete a Customer Feedback Survey. Your feedback will be analyzed by the Florida Department of Education and used for program improvement.

Copyright © 2015 Pearson Education, Inc. or its affiliate(s). All rights reserved.

Pearson, P.O. Box 226, Amherst, MA 01004

Competency 1

Sociological Issues

1. SOCIOLINGUISTIC DIVERSITY AND THE ELL
 2. HOME/SCHOOL CONNECTIONS & PARTNERSHIPS
 - a. LEP Committee
 - b. Parent Leadership Council
 3. THE EFFECTS OF SOCIAL AND CULTURAL TRENDS ON THE ELL
 - a. Deep and Surface Culture
 - b. Field Independent / Field Sensitive Learning
 4. STAGES AND LEVELS OF CULTURAL ADJUSTMENT
 - a. Stages of Cultural Adjustment
 - b. Levels of Cultural Adjustment
 5. THE ACCOMODATION OF CULTURAL DIFFERENCES
 6. METHODS OF PROMOTING ACCULTURALIZATION
-

1. SOCIOLINGUISTIC DIVERSITY AND THE ELL

- A case study approach is used to distinguish between American and foreign cultures.
- Sociolinguistics is the study of relationship between linguistic behavior and other aspects of social behavior. It is the study of language as a social phenomenon.
- Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse. This type of competence requires an understanding of the social context in which language is used: the role of the participants, the information they share, and the function of the interaction. It is an individual's knowledge of ways of speaking and interacting through language, e.g. politeness, taboos, etc. These different competence are used in any given act of communication. (From The Praxis Study Companion)

2. HOME/SCHOOL CONNECTIONS & PARTNERSHIPS

a. LEP (Limited English Proficient) Committee: Students are referred to this committee once there are concerns about testing, deficiency, retention, reclassification for exits. It is made up of parents, teachers and/or administrators. (School Level)

b. Parent Leadership Council: Promotes knowledge and understanding of the rights of ESOL (English Speakers of other Languages) that impact LEP instruction and issues. (District Level)

3. THE EFFECTS OF SOCIAL AND CULTURAL TRENDS ON THE ELL

a. Deep and Surface Culture

- Deep culture: refers to the non-tangible aspects of culture such as feelings attitudes and rules for interaction; something that is just understood culturally. i.e.: looking in an adult's eye when speaking, or using personal space.
- Surface culture: refers to the visible aspects such as food, art, dress and others
- Culture: the way of life of a group who share a common historical experience
- Cultural bias: favoring one cultural group above others
- Cultural shock: feelings of disorientation often experienced in instances of contact with other culture.

b. Field Independent / Field Sensitive Learning: Most schools in the U.S. expect students to develop the ability to see abstract relationships and to solve problems actively and independently. The teacher is impersonal and independent. This is the field independent learning style. Cultures where children are cared for within the context of the larger family and all social interactions are controlled by the family; the learners tend to be field sensitive.

c. According to Wikipedia, **Individualism** is the moral stance, political philosophy, ideology, or social outlook that emphasizes the moral worth of the individual. Individualism includes the rights of the individual to freedom and self-realization through the lens of their personal belief system. Individualism influences how a student learns and discovers based on their own interests and belief system.

d. According to Wikipedia, **Social Distance** describes the distance between different groups in society which includes social class, race/ethnicity, and gender or sexuality.

Affective social distance is how much sympathy members of a group feel towards each other and towards other groups of people.

Normative social distance are the widely accepted and often consciously expressed norms on who is considered an "insider" and an "outsider/foreigner."

Interactive social distance focuses on the frequency and intensity of interactions between two groups. The frequency of interaction is used as a measure of strength or closeness of the social ties between them.

Recent studies show that an increase in social distance between two cultures results in increased difficulty in comprehending the second language. When the social distance between two cultures is small, the learning barriers are smaller. The social distance is determined by the nature of the relationship between cultures. For example, if an ESL student's culture is culturally, politically, and technically similar to that of the native speaking country, the social distance is small compared to cultures where there are great differences.

Another example would be if a traditional ESL culture may expect a teacher to be formal and authoritarian in his/her approach. If the teacher employs a more laid back approach, the student could be upset and confused and not show respect towards the teacher.

4. STAGES AND LEVELS OF CULTURAL ADJUSTMENT

a. Stages of Cultural Adjustment

- Honeymoon stage: the newcomer is fascinated with new culture and is eager to learn
- Hostility stage: the newcomer is frustrated and angry because of misunderstandings and misinterpretations
- Humor stage: the newcomer becomes more relaxed and tolerant of his mistakes
- Home stage: the newcomer is fully assimilated into the culture

b. Levels of Cultural Adjustment

- Assimilation: the process of incorporating new ideas to make them part of one's present knowledge
- Acculturation: the process of adapting to a new culture. It entails an understanding of cultural patterns
- Accommodation: the changes persons make in their speech to approximate the speech of those they are talking to. (ex. The speech an adult will use with a small child)

5. THE ACCOMODATION OF CULTURAL DIFFERENCES

- Festivals
- Getting to know you quiz
- Foreign guest speakers
- Cultural projects
- Pairing / grouping strategies
- Cooperative learning strategies: the structuring of learning activities so students work cooperatively in groups
- Home Language Surveys: a document used to identify the language(s) spoken at home
- Role playing

6. METHODS OF PROMOTING ACCULTURALIZATION

- Rituals: frequent use of common behaviors such 'good morning' and 'thank you'
- Labeling, charts, diagrams
- Teaching principles and processes
- Visuals
- Parent involvement

Sample Questions:

1. When asked, "Are you originally from Seoul?" a Korean student responds, "Of course." This response indicates that the student has not fully acquired what type of competence?
 - A. Concordant (subject/verb agreement)
 - B. Sociolinguistic (study of language in society; the acceptable answer is 'yes'. 'Of course' implies that everyone should take this for granted)
 - C. Strategic (implies that the student is trying to use this for some type of advantage)
 - D. Grammatical (a system of rules)

2. **A third grade ELL is having difficulty acquiring English as a second language because he does not feel a connection to American culture. This is an example of an ELL's learning outcomes being affected by:**
- A. Socioeconomic status (money, class)
 - B. Literacy level (level at which one can read)
 - C. Family structure (not in question)
 - D. Social distance (degree to which one is not connected with culture)
3. **One of Mrs. Cooper's students is reluctant to have eye-to-eye contact with her. A possible cultural explanation for this student's behavior is based on the concept of:**
- A. Deep culture (learned feelings, attitudes, behavior followed instinctively in a given situation)
 - B. High-context culture (situation supported by visual/oral cues)
 - C. Low-context culture (situation is unsupported, abstract)
 - D. Surface culture (tangible things related to a group such as art, holidays)
4. **A 2nd grade ELL initially appears happy and eager to participate in class. After several weeks, she appears withdrawn and refuses to work with peers. This behavior is best explained by:**
- A. Linguistic fatigue (overwhelming feeling from language learning effort)
 - B. Culture shock (trauma experienced from coping with new culture)
 - C. Social distance (not connected with new culture)
 - D. Individuation (withdrawal into self; looking after own needs)
5. **Student 1: How have you adapted since moving to the United States last year?**
Student 2: I love it here, but I feel like I'm forgetting who I was before.
Which level of cultural adaption is illustrated by this conversation?
- A. Acculturation (adapting to a new culture)
 - B. Assimilation (incorporating new ideas and making them part of one's present knowledge)
 - C. Bi-Culturalism (adapting to two cultures)
 - D. Pluralism (adapting to several cultures)
6. **An ELL is eager to participate in an activity such as "show and tell." This willingness is reflective of the student's cultural view of:**
- A. Structuralism (learning based on structural patterns, e.g. drills)
 - B. Collectivism (learning based on group needs)
 - C. Acculturation (adapting to a new culture)
 - D. Individualism (learning based on needs of the individual student)
7. **ELLs who speak English at home, at school, and with friends and no longer observe the traditions, beliefs, and lifestyle of the heritage cultures are exhibiting**
- A. Accommodation
 - B. Assimilation
 - C. Enculturation
 - D. Pluralism

8. Which of the following cultural beliefs about education would most likely lead a high school ELL to participate actively in a small group discussion about a literary work?

- A. Teachers are knowledgeable experts whose ideas should not be challenged
- B. Independent work is the best indication of students' academic progress
- C. Analytical thinking and clarity of self-expression are important academic skills
- D. A classroom activity must produce tangible results in order to be worthwhile

9. Identify the organization whose role it is to promote knowledge and understanding of the rights of ESOL students and their families.

- A. Parent Leadership Council (a committee of parents who are knowledgeable of laws and rights of ESOL students)
 - B. LEP committee (a committee of parents, teachers, and/or administrators who review concerns about testing, deficiency, retention, and reclassification of ESOL students for exits from programs)
 - C. School Advisory Council (a committee of parents, teachers, and administrators who make decisions regarding school funding of programs)
 - D. School Improvement Team (a committee of teachers, parents, and administrators who make decisions for how to improve a school's programs)
-

Competency 2

Knowledge of Language

- 1. ACQUISITION OF PHONOLOGY
 - a. Phonemes
 - b. Minimal pairs
 - c. Initial consonant clusters
 - d. Metathesis and substitution
- 2. ACQUISITION OF MORPHOLOGY
 - a. Order of acquisition
 - b. Morphemes
 - c. Free form morphemes and bound morphemes
- 3. ACQUISITION OF SEMANTICS
 - a. Semantic relationship between words – lexical decomposition, entailment and overgeneralization
 - b. Semantic relationship between words and syntactic structures
 - identical deep structures
 - c. Language as an expression of culture and world view
 - emotive connotation and lexical ambiguity
 - d. Homonym, homophone, or homograph
- 4. PRINCIPLES OF ENGLISH PRAGMATICS
 - a. Context can be divided into four subparts: physical, epistemic, linguistic context, and social context
- 5. ACQUISITION OF SYNTAX
 - a. Order of acquisition
 - b. What teachers should and should not do
- 6. PRINCIPLES OF ENGLISH DISCOURSE

7. GRAMMATICAL STRUCTURE OF AN ENGLISH SENTENCE
 - a. Not all languages have the same word order as English (SVO)
 - b. Generative grammar – tree diagram – Noam Chomsky
 - c. Traditional labels of syntactic categories
 - d. Discourse competence
 8. SOCIAL AND REGIONAL VARIETIES OF AMERICAN ENGLISH
 - a. Factors that determine whether a dialect is standard or not standard
 - b. Additive, replacive, and dialect rights
 9. LANGUAGE FUNCTIONS OF SPOKEN AND WRITTEN ENGLISH
 10. SOCIOLINGUISTIC PRINCIPLES THAT HAVE INFLUENCED THE DEVELOPMENT OF THE ENGLISH LANGUAGE
 - a. Phonological, morphological, and lexical innovations
 11. HISTORICAL PROCESSES THAT INFLUENCED THE DEVELOPMENT OF THE ENGLISH LANGUAGE
 - a. Great Vowel Shift
 12. PHONOLOGICAL, MORPHOLOGICAL, SEMANTIC, PRAGMATIC, SYNTACTIC, AND DISCOURSE DIFFERENCES BETWEEN ENGLISH AND OTHER LANGUAGE
-

1. **ACQUISITION OF PHONOLOGY** – breaks words into smallest units of sound

Phonology is the study of the sound system of a language: rules that govern pronunciation and how sounds are organized. Each language has permissible ways in which phonemes can be arranged:

A. Phonemic sequence.

B. Minimal pairs are words that differ by only one phoneme;

Ex.: pin, bin; and ten, den

C. The most troublesome initial consonant clusters consist of an initial /s/ followed by one or more consonants. (st, sm, sr)

Two ways to make clusters easier:

- Phonetic syllabication – final consonant of first word is pronounced at the beginning of the second word (that begins with a vowel)
For example: give up -- gi vup
- Omission of consonants - acts /ackts/ becomes /acks/ lifts becomes /lifs/

D. Metathesis – a change that alters the order of the phonemes:

- /aks/ for ask
- Substitution – replacing one phoneme with another

NOTE: Children growing up in their first-language environment have only formed connections in the brain for their native sounds. Because other sounds are not heard or reinforced, connections for these sounds are not formed and will die away.

2. **ACQUISITION OF MORPHOLOGY** - Morphology is the study of word formation that deals with the internal structure of words within a language. (How sounds form words.)

A. Order of Acquisition: 1. plural –s; –es and –ing (inflectional morphemes) 2. past –ed; 3. possessives.

4. derivational morphemes: –er, –ly, –un, (before –hood and –ize)

B. Morphemes are the minimal meaningful units in a language. They are the smallest unit of language with a distinct meaning. For example: players – has three meaningful units – play er s

C. The word “play” is a free form morpheme because it can stand on its own and can occur in different positions in a sentence. –er and –s do not count as words because they can’t stand on their own – they are bound morphemes. Simple words can’t be broken down into smaller meaningful units, but complex words can be broken down into identifiable and meaningful components. Example: How many morphemes are in ‘imperfections’?

3. **ACQUISITION OF SEMANTICS** – the study of the meaning of words, phrases and sentences.

A. Semantic relationship between words

lexical decomposition: man and boy refer to males; synonymy, antonymy

entailment: when the meaning of a word is logically related to previous meanings – ex: piglet = pig young

lexical semantics: overgeneralization – extend meaning of word

Semantic relationship between words and syntactic structures – word order in a phrase provides meaning in a sentence; however, word order alone cannot help determine the meaning of a phrase. When two sentences do not have the same word order or the exact same words, but have identical meanings they have identical deep structures. For example: ‘sit down to dinner’ or ‘dinner is ready, sit down’.

B. Language as an expression of culture and world view:

-emotive connotation: slim vs. thin; obstinate vs. stubborn; Inuit vs. Eskimo; also idioms, metaphors

C. -lexical ambiguity: occurs when a word has two or more meanings. Ex.: Juan is sitting on a trunk.

(1) homonym: sounds the same; spelled the same

cleave as in ‘to cut’ or cleave as in ‘to adhere’

(2) homophone: sounds the same, spelled differently

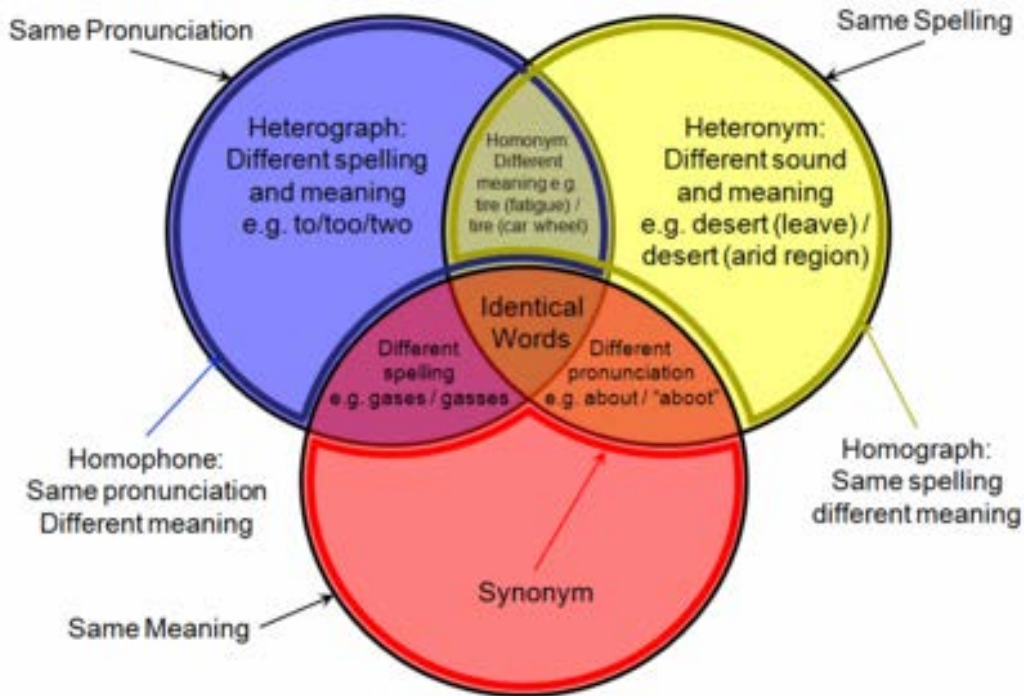
Which doctor is the witch doctor?

(3) homograph: sound different; spelled the same

You may resume writing your resume

** heteronym or heterophone: written identically but has a different pronunciation and meaning.

In other words, they are homographs that are not homophones. (see chart next page)



Words Different In Pronunciation, Spelling, and Meaning

<https://en.wikipedia.org/wiki/homograph>

Write (1) (2) or (3) on the following lines:

- pair / pear _____
- produce / produce _____
- their / there _____
- left / left _____
- weight / wait _____
- conduct / conduct _____
- close / close _____
- bow / bow _____
- tear / tear _____
- fair / fare _____
- dove / dove _____
- wind / wind _____
- bark / bark _____

NOTE: Most errors are considered developmental in both L1 (1st Language) and L2 (2nd Language). Some errors are contextual errors, which can be attributed to the learning environment. Some errors are pragmatic errors, which can be attributed to the learners' attempt to communicate. One additional type of error occurs when a speaker is trying to communicate beyond their current level of ability in L2 and therefore employs grammatical and syntactical forms from the L1.

4. **PRINCIPLES OF ENGLISH PRAGMATICS** -- Pragmatics is the study of how people use language within a context and why people use language in a particular way.

a. In pragmatics, context can be divided into four subparts:

- physical – when conversation takes place, what objects are present, what actions are taking place.
- epistemic – refers to background knowledge shared by the speakers and the listeners.
- linguistic context – refers to things that were said previous to the utterances under consideration
- social context – refers to the social relationship and setting of the speakers and listeners.

We can use language not only to say things (locutionary act) but also to perform an act (illocutionary act.) This is referred to as a speech act.

“It’s quite late for you to watch TV now” – is an indirect order to go to bed.

5. **ACQUISITION OF SYNTAX** – (grammar)

Order of Acquisition: 1) length; 2) plurals; 3) negatives – no in front; the negative word (can’t) inserted; 4) questions – rising tonation.

Syntax deals with how sentences are formed (how words are ordered within a sentence.) It is based on the idea of grammaticality (appropriate.)

“A pencil don’t have I” sounds awkward. It does not conform to the generally accepted patterns or rules of English. “I ain’t got no pencil” conforms to English syntax; however, it is not standard usage.

Teachers should NOT ask students to answer in complete sentences.

What is more significant is teaching students to string words into a coherent grouping. Teachers must carefully scan materials and oral instructions for any special or non-literal use of words that require special knowledge of the target culture on the part of the **beginning** ESL learner.

6. **PRINCIPLES OF ENGLISH DISCOURSE**

Discourse competence is the learner’s ability to appropriately engage in conversation. This includes the skill of combining and connecting phrases and sentences. Also follows conversational rules and written discourse rules (using appropriate address for different audiences).

Taking turns is the most important principle for discourse.

7. **GRAMMATICAL STRUCTURE OF AN ENGLISH SENTENCE.**

a. As a speaker of English, you know how the parts of a sentence should be arranged. For example, you know that usually our word order is SVO (subject, verb, object) as in the sentence John saw Mary. Not all languages have the same word order as English (SVO); Korean is (SOV) and Irish is (VSO)

b. A phrase or sentence is grammatical in English if it can be characterized in terms of a tree diagram, which can be generated by some application of a set of rules. This kind of grammar is called c. c. c. Generative Grammar, a term introduced by Noam Chomsky. In general, English sentences must contain an NP (as the subject) and a VP (as the predicate) and an optional auxiliary.

John / found a fly in his soup. They / could / see the point immediately.

Predicate – (VP) verb phrase – the main tensed verb and all the rest of the sentence.

Subject – (NP) – noun phrase – usually the entity doing the action described in the verb.

NP's can be modified by prepositional phrases (PPs)

PP's consist of a preposition followed by an (NP)

VP's can be modified by PP's and also by adverbs

Intransitive verbs do not take a direct object: Mary sleeps.

Transitive verbs have a direct object: Mary won the race.

Ditransitive verbs have two objects – a direct and indirect object – Mary gave John a book.

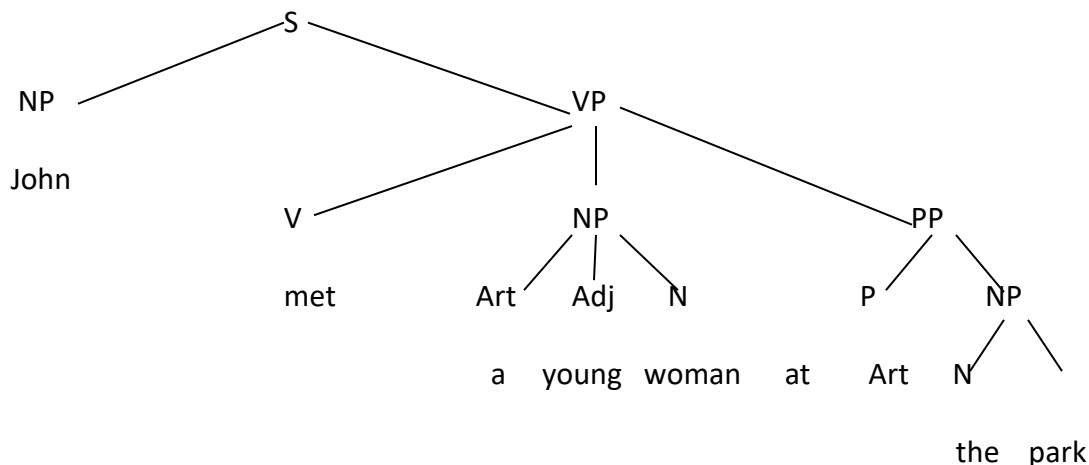
Complement – anything that follows a verb: Mary is tired. Mary seems happy.

c. Here are traditional labels of syntactic categories:

- (NP) Noun Phrase – (Det) N or N (PP) or (Det) N S or NP can be a Pronoun
- (VP) Verb Phrase – V (NP) or V (PP) or V
- (PP) Prepositional Phrase – P (NP)
- (N) Noun John, rock, table, idea
- (V) Verb run, kiss, speak
- (Adj) Adjective old, beautiful, tall
- (Adv) Adverb quickly, yesterday
- (S) Subordinate Sentence: John told the little boy he won a prize.
- (Aux) Auxiliary Verb could, can, may, will, do, be, have, must
- (P) Preposition in, on, up, near, at, by
- (Pro) Pronoun he, she, it, him, her, they
- (C) Conjunction and, or, but, however
- (Det) Determiner A determiner may take the form of an article
- (Art), a demonstrative word (Dem), or a possessive noun phrase - a possessive noun or pronoun such as my, your, his, her, their, etc.
- (Art) Article a, the, some
- (Dem) Demonstrative this, that, these, those
- (Deg) very, extremely, really

It is traditional to represent the structure of the sentence with a tree diagram that shows with branching lines the process of breaking down the sentence. See the tree diagram below for the following sentence:

John met a young woman at the park.



A simple way to eliminate wrong answers is to count the number of words in the sentence. In our example above there are eight words, which mean your tree diagram should have eight terminal nodes. A terminal node is a dead-end ... no branches form from it. See the NP above. That is a terminal node – John is the noun phrase. Notice the VP has three branches extending from it. Therefore, the VP is not a terminal node.

Another way to eliminate a wrong answer is to look at the top of the tree diagram. The S should only have two branches extending from it (subject and predicate). If there are more than two branches, eliminate that choice.

Count the words in the sentence. Count the terminal nodes. (These should be the same number.) Check to see that branches are formed correctly. Now plug in the words from the sentence to see if they fit the diagram.

8. SOCIAL AND REGIONAL VARIETIES OF AMERICAN ENGLISH

- a. A dialect is considered standard or not standard on the basis of three factors:
 1. prestige – social status
 2. ethnicity – race – Spanish in Spain is more standard than Guatemalan
 3. region – Midwestern dialect is considered more standard than southern
- b. Additive or bidialectism – preserves students civil rights – maintains both standard and vernacular for use in different social situations.
- c. Replacive or eradicationism – Standard English supplants dialect of vernacular-speaking students – teachers see role of correcting “errors.”
- d. Dialect rights – rejects necessity to learn and practice standard English

NOTE: Validate learner’s home dialect. Children must be encouraged to speak and write in their home language or dialect, and at the same time, learn to master the language of the normative culture in their society. Teachers should model correct language but not correct learner’s language.

9. LANGUAGE FUNCTIONS OF SPOKEN AND WRITTEN ENGLISH

- a. identifying function - we give names to objects and events to identify them and classify different types of things
- b. reasoning function – when we think, our brains process information using language
- c. textual function – the ability to create long sentences and text, not just simple phrases
- d. poetic function – the ability to manipulate language in a creative way
- e. communicating function – the reasons for communicating our ideas (to request, inform, explain, greet, describe, complain, apologize, blame, advise, warn, offer, regret

10. SOCIOLINGUISTIC PRINCIPLES THAT INFLUENCED THE DEVELOPMENT OF THE ENGLISH LANGUAGE

The English language as spoken around the world has gone through phonological, morphological, and lexical innovations.

- Phonological – simplifying sounds to fit the language (deletion of final consonants, syllable reduction)
- Morphological – simplifying grammar (omission of auxiliary verbs: I in big trouble; tag questions: eh? Don't you think?)
- Lexical: contextual redefinition of English lexical terms
 1. Example: *heaty* → food that makes body hot
 2. Local word borrowings

11. HISTORICAL PROCESSES THAT INFLUENCED THE DEVELOPMENT OF THE ENGLISH LANGUAGE

a. The Great Vowel Shift is the most significant event in the history of English at the phonemic level. During the 15th century, the sound of long vowels was changed and /o/ entered English.

Effects of the Great Vowel Shift:

- spelling of vowels no longer corresponds to their phonetic value;
- words that are related morphologically such as *serene* and *serenity* have different pronunciations for what is historically the same vowel;
- Chaucer's English looked and sounded widely different from modern English, Shakespeare's English is essentially identical to ours.

12. PHONOLOGICAL, MORPHOLOGICAL, SEMANTIC, PRAGMATIC, SYNTACTIC, AND DISCOURSE DIFFERENCES BETWEEN ENGLISH AND OTHER LANGUAGES

- Standard English has about 20 vowel sounds (12 pure vowels, 8 diphthongs) and about 24 consonant sounds (diphthong is a sound formed by the combination of 2 vowels in a single syllable *ou* in *out* or *oy* in *boy*)
- Speakers of languages which have fewer vowel sounds often have difficulty making a distinction between words like *sit/seat* and *food/foot*
- Some languages do not use the tip of the tongue, so speakers of these languages have difficulty pronouncing words such as *thin*, *clothes*, *months*
- English has the largest vocabulary of any language (approaching 1 million words)
- Some languages (French, Spanish, Hindi, and Italian, for example) are syllable-timed languages. This means that every syllable occupies about the same amount of time when speaking. English is considered more of a stress-timed language. The intonation patterns are different from syllable time languages. The unpredictability of English word stress causes difficulties for ELLs.

Sample Questions:

1. Young children learning English as their first language may say such things as /aks/ for "ask" and /wed/ for "red." The phonological processes involved in these examples are

- A. dissimilation and insertion (one of two similar or identical sounds in a word becomes less like the other, such as the *l* in English *marble* from French *marbre*; add additional phoneme)
- B. metathesis and substitution (alter the order of phonemes; replace one phoneme with another)
- C. substitution and insertion (replace one phoneme with another; add additional phoneme)
- D. assimilation and deletion (a sound becomes identical with or similar to a neighboring sound as in *grandpa* becoming *grampa*; delete a phoneme)

2. How many morphemes does the English word interpersonal contain?

- A. 1 (write)
- B. 2 (jump ed)
- C. 3 (play er s)
- D. 4 (un sports man like)

3. Which morpheme is a beginning ELL most likely to acquire first?

- A. un-
- B. re-
- C. -ing
- D. -ly

4. Person A: The phone!

Person B: I'm in the kitchen.

Person A: OK, I'll get it!

To interpret this dialogue appropriately, English speakers use their

- A. syntactic knowledge (how sentences are formed; word order)
- B. semantic knowledge (meaning of words, phrases and sentences)
- C. pragmatics knowledge (how people use language within a context)
- D. morphophonemic knowledge (sound system of language and their meanings)

5. In the word unreasonableness, the underlined part is the

- A. prefix
- B. compound
- C. root
- D. suffix

6. "The minister married my cousin"

"They're moving sidewalks"

Misinterpretation of the statements above is the result of

- A. lexical anomaly
- B. overextension
- C. redundancy
- D. structural ambiguity

7. In an assigned essay for a language arts class, a student writes, "If you are interested in dinosaurs and like a good mystery, then you should definitely read this book!" This sentence serves which of the following language functions?

- A. persuading
- B. commanding
- C. reporting
- D. requesting

8. In a 3rd-grade class, there are two new students who have recently moved to the US from Botswana. On the playground, the two students are conversing in their L1, Xhosa, and making distinct clicking sounds. Several children came up to them and began mimicking the clicking sounds. The teacher used this moment to explain to the class about the sounds of Xhosa. Which of the following universal principles of language would the teacher use to inform the teacher's explanation to the class?

- A. Language is rule-governed.
- B. Language is variable.
- C. Language is creative.
- D. Language is dynamic

9. Arrange the following examples of negation according to the student's *level of acquisition*, from least to most.

Student 1: I didn't went there. It doesn't work.

Student 2: No bicycle. No have any sand. Not like it.

Student 3: He doesn't like it. I don't can't sing.

- A. Student 1, Student 2, Student 3 (number of errors: 1;3;1)
- B. Student 3, Student 2, Student 1 (number of errors: 1;3;1)
- C. Student 1, Student 3, Student 2 (number of errors: 1;1;3)
- D. Student 2, Student 1, Student 3 (number of errors: 3;1;1)

Competency 3

1st and 2nd Language Acquisition

Theories and Classroom Application

Topics covered in this section:

1. PRINCIPLES OF FIRST LANGUAGE ACQUISITION THEORIES
 - a. Cognitive Theory (Piaget)
 - b. Behaviorist Theory (imitation and reinforcement)
 - c. Innateness Hypothesis (Noam Chomsky)
 - d. Critical-age Hypothesis

2. PRINCIPLES OF SECOND LANGUAGE ACQUISITION THEORIES
 - a. Krashen
 - b. Natural Approach (Krashen and Terrell)
 - c. Communicative Approach
 - d. Cognitive Theory (Piaget)
 - e. Chomsky's thoughts
 - f. Bruner's thoughts
 - g. Cummins' CUP Theory (common underlying proficiency)

3. FIRST AND SECOND LANGUAGE ACQUISITION PROCESSES
4. LANGUAGE CHARACTERISTICS OF BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS) AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)
JIM CUMMINS www.everythingsl.net/in-services/bics_calp.php
 - a. BICS (Basic Interpersonal Communication Skills)
 - b. CALP (Cognitive Academic Language Proficiency)
5. IMPACT OF SECOND LANGUAGE ACQUISITION RESEARCH ON CLASSROOM INSTRUCTION
Chamot and O'Malley's Cognitive Academic Language Learning Approach
6. CHARACTERISTICS OF INTERLANGUAGE
7. CHARACTERISTICS AND FACTORS OF BILINGUALISM/ MAJOR MODELS OF BILINGUALISM
8. INFLUENCE OF COGNITIVE FACTORS ON SECOND LANGUAGE ACQUISITION
 - a. Piaget's thoughts
 - b. Cummins' thoughts
9. INFLUENCE OF AFFECTIVE FACTORS ON SECOND LANGUAGE ACQUISITION
10. INFLUENCE OF SOCIAL FACTORS ON SECOND LANGUAGE ACQUISITION
11. EFFECTS OF SECOND LANGUAGE ACQUISITION ON ACCULTURATION
 - assimilation
 - ethnic retention
 - biculturalism
 - marginalization
 - ethnic intensification
 - ethno-genesis
12. SOURCES OF SECOND LANGUAGE LEARNER ERRORS
 - language transfer
 - generalization
 - omissions
 - additions
 - mis-selection
 - misordering
 - fossilization
 - code switching
 - simplification
 - circumlocution
 - clustering
 - bridging
 - scaffolding vocabulary

13. IMPACT OF HERITAGE LANGUAGE ON ENGLISH LANGUAGE ACQUISITION

- phonology
 - morphology
 - semantics
 - syntax
-

1. PRINCIPLES OF FIRST LANGUAGE ACQUISITION THEORIES

a. Cognitive Theory (Piaget): Children become aware of a concept before they have words to describe it. There is an order to the mastery of the most common morphemes (minimal meaningful units in a language). Piaget does not explain why language emerges in the first place.

b. Behaviorist Theory- (Skinner)

Works on the assumption that children learn by imitation; however, children make mistakes that they have NOT heard (gooder, taked) and children develop language skills regardless of the quality or quantity of adult intervention. Reinforcement and correction also contribute to language acquisition. **(imitation and reinforcement):**

c. Innateness Hypothesis (Noam Chomsky): There is a “mysterious” Language Acquisition Device (LAD) that is used by all children acquiring their first language. (as if language ‘magically occurs’) This LAD may be “constraints” or “structural features” that are *hard-wired* into the human mind. Most children, no matter what their native language, master that language in 5 -6 years. General intelligence does not seem to play a role in the ability to develop speech.

d. Critical-age Hypothesis (Critical Period Hypothesis): **Lennerberg** suggests that there is a critical age between birth and puberty when language must be learned. Example: “wild’ children or children in isolation who do not learn a language on their own.

2. PRINCIPLES OF SECOND LANGUAGE ACQUISITION THEORIES

a. Krashen (2nd language acquisition theory) consists of 5 hypotheses:

- Acquisition vs. Learning hypothesis: there is a distinction between ‘acquiring’ language and ‘learning’ language. ‘Acquiring’ a second language is similar to acquiring a first language. It must occur in a natural environment with the intent being to communicate with others. ‘Learning’ a second language is the result of formal instruction – the rules and grammar. Krashen believes that ‘acquisition’ has more significant impact than ‘learning’.
- Monitor hypothesis: When an individual ‘learns’ a language, the monitor hypothesis kicks in. People tend to self-monitor when they know the rules. This can slow down their ability to communicate if they over- or under-use self monitoring. Ideally, self monitoring will simply polish ‘acquired’ speech.

- **Natural Order hypothesis:** Grammatical structures are learned in a natural order. Krashen stresses 'acquisition' of language; *he would not recommend a program following the natural order of learning grammar if the goal is language 'acquisition'*.
- **Comprehensible Input hypothesis:** Krashen believes that language improves and progresses naturally when presented with spoken language just above their own speaking competency. In other words, individuals understand language at a level just above their speaking competency. (I understand more than what I say.)
- **Affective Filter hypothesis:** Factors such as motivation, self-confidence, anxiety and self-image can raise or lower ones affective filter. *A high affective filter can hinder 'acquisition'; a low affective filter assists 'acquisition'*.

b. Natural Approach (Krashen and Terrell): *The goal is to achieve meaningful communication. The individual will acquire an inventory of vocabulary through natural experiences and through the natural developmental process similar to that of L1 acquisition. "Meaning" is emphasized over grammar; errors are okay; silence is okay.* The learning environment must be relaxed and comfortable but encourage participation. Authentic materials such as television, newspapers, community signs and magazines should be used. Teachers would utilize a topic centered language program designed to develop basic communication skills in accord with the way children naturally acquire language. It follows the developmental stages of pre-production, early production, speech emergence, and intermediate fluency.

c. The Communicative Approach: (Breen and Candlin) This approach teaches that language should be acquired in an authentic and meaningful way. It explains that communicative abilities (interpretation, expression and negotiation) are essential abilities for competence in language learning. These abilities are manifested in communicative performance through the skills of reading, writing, listening and speaking. The integrated development of all language skills is an important part of this theory. Communicative competence is the ability to use any form of language appropriate to the demands of the social situation.

d. Cognitive Theory (Piaget): 2nd language learners will understand the 2nd language before speaking proficiently (receptive language skills are mastered before expressive language skills)

e. Chomsky's thoughts: Similar to his thoughts on first language acquisition – *language is an inborn ability, requiring no direct intervention*. The same as in L1 learning. See also LAD (Language Acquisition Device)

f. Jerome Bruner's thoughts: Agrees with Chomsky but adds that there should be *support and intervention* to acquire the 2nd language. This support system is called LASS (Language Acquisition Support System).

g. Cummins' CUP Theory (Common Underlying Proficiency): Skills, ideas and concepts learned in a first language will be transferred to a second language.

Cummins' Quadrant

<p>Quadrant I (easiest) High context (visual clues) Low cognitive demand (looking at a picture, yes or no answer)</p>	<p>Quadrant II (harder) Low context Low cognitive demand (small group, yes or no answer)</p>
<p>Quadrant III (harder) High context Low cognitive demand (describe a picture)</p>	<p>Quadrant IV (hardest) Low context High cognitive demand (phone call, oral only, no visual)</p>

3. **FIRST AND SECOND LANGUAGE ACQUISITION PROCESSES** (Will be described in more detail in Competency 4)

a. **First Language**

- pre speech: responds to speech, recognizes sounds and patterns
- babbling: indiscriminate utterances
- one word/holophrastic: single word like 'dada' could mean daddy is here; I want daddy; this is for daddy...
- two word stage: baby sleep, mommy sock, bye-bye ball,
- telegraphic speech: meaning is clear, unessential words omitted such as, What that? You like train? No go there.

b. **Second Language:**

- pre-production (nonverbal receptive language)
- early production (expanded receptive language, emergent production)
- speech emergence (simple sentences)
- intermediate fluency (conversational speech)
- advanced fluency (academic language)

4. **LANGUAGE CHARACTERISTICS OF BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS) AND COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP) JIM CUMMINS**

a. BICS (Basic Interpersonal Communication Skills): the language skills necessary in *social situations*; the situations are not cognitively demanding and have context embedded within. Examples: playground, parties, school bus, lunch room. *These language skills emerge between 6 months and 2 years after arrival in new country.*

b. CALP (Cognitive Academic Language Proficiency): this refers to the *academic language* necessary in the classroom; it includes listening, speaking, reading and writing about a content area material, as well as comparing, classifying, synthesizing, evaluating and inferring. Situations are cognitively demanding and do not always have embedded context. *It can take 5 – 10 years to achieve CALP.*

5. IMPACT OF SECOND LANGUAGE ACQUISITION RESEARCH ON CLASSROOM INSTRUCTION (Chamot and O'Malley's Cognitive Academic Language Learning Approach- CALLA)

CALLA: Based on research studies, the *Cognitive Academic Language Learning Approach* is an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools. The model integrates:

- academic language development
- content area instruction,
- explicit instruction in learning strategies for content/language acquisition.

Language learning is best taught in academic areas and focuses more on upper elementary and high school.

6. CHARACTERISTICS OF INTERLANGUAGE

The "intermediate status" of a novice speaker en route to mastery of second language. It is the natural developmental stage between L1 and L2. Common errors are caused by borrowing patterns from the known (1st) language as well as over-generalizing rules and patterns from the 2nd language. Examples are: "Why you are here?" and "You no like it?"

7. CHARACTERISTICS and FACTORS of BILINGUALISM

a. Definition: the ability to communicate in two languages with the possibility of greater skill in one language.

b. Factors influencing: Researchers agree that the introduction of two languages to young children, at the same time, will produce the best language acquisition results. There is a likelihood of speech/language problems when a second language is introduced after exclusive use of one language.

c. Immersion / Submersion / Bilingual Programs / Inclusion

Immersion programs: programs in which students in content area classes are taught in L2 but all of the students are at similar levels of proficiency in L2.

Submersion: the practice of placing the ELL into monolingual English classrooms with no special support or assistance. (Illegal in FL)

Bilingualism:

- Bilingual education: the use of two languages for the purpose of academic instruction
- Subtractive bilingualism: the loss or limited development of one's first language when learning a second language
- Title VII Bilingual Education Programs: programs supported by Federal funds under Title VII for LEP students through school program grants, support service grants, and training grants
- Transitional Bilingual Program: a program that provides content area instruction in a student's first language while simultaneously offering ESL programs
- Additive Bilingualism: adding a second language to one's language repertoire with no loss or deterioration of the first language
- Biliteracy: literacy developed in two languages

- Bilingual Programs, maintenance: the student's primary language is first used, with gradual transition towards the use of the primary language in some subjects and the use of the second language in others
- Bilingual Programs, transitional: the primary language is used for instructional support until some prescribed level of proficiency is achieved in the second language
- Inclusion: an innovative approach prompted by the goals of full and more meaningful participation of all students in all instructional programs. Brevard County uses the Inclusion Model. It provides 1 assistant to 15 students of the same language.

IDENTIFY THE MAJOR MODELS OF BILINGUAL EDUCATION.

Models of bilingual education: This is the most effective model in teaching LEP students. It is a fallacy that it is more costly than ESL pull out programs.

- Immersion Bilingual Programs – provide academic instruction through both L1 and L2 for grades K-12
- Early Total Immersion - 90% of instruction is in L1 (Grades K-1), 1 hour of L2 academic instruction in L2 added (Grade 2), 2 hours of L2 academic instruction added (Grade 3), ½ day of L2 academic instruction added (Grades 4-6), 60% of L2 academic instruction and 40% in L1 (Grades 7-12)
- Partial Immersion – 50/50 model – K-6 has ½ day instruction in L1 and ½ day in instruction in L2. Grades 7-12 have 60% in L2 and 40% in L1.

Two-way Developmental Bilingual Programs – Language majority and language minority students are schooled in the same class with variations possible including immersion and late exit. The goal in these programs is to have both student populations to become bilingual.

Recent Bilingual Education Changes:

Arizona Proposition 203, English for the Children, is a ballot initiative that was passed by 63% of Arizona voters on November 7, 2000. This piece of legislation limited the type of instruction available to English Language Learner (ELL) students. Before Proposition 203, schools were free in terms of ELL instruction to use bilingual or immersion methods. According to a cover letter from the Arizona Department of Education Superintendent of Public Instruction Lisa Graham Keegan to the Arizona Legislature, it was impossible to make a correct analysis regarding how many students were learning through English as a second language programs as opposed to bilingual education. The school districts had submitted "conflicting information" and 40% had not submitted any data, in spite of three deadline extensions.

ARTICLE 2. English Language Education 305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year.

Section 15-752. English Language Education

Subject to the exceptions provided in Section 15-753, all children in Arizona public schools shall be taught English by being taught in English and all children shall be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. <http://files.eric.ed.gov/fulltext/ED497399.pdf>

8. INFLUENCE OF COGNITIVE FACTORS ON SECOND LANGUAGE ACQUISITION

a. Piaget's thoughts: Children in the Preoperational Stage of Cognitive Development (4-7 years) *tend to speak in monologues without much concern for who may be listening*. They will be better able to learn another language when they move into the Concrete Operational Stage at around age 6 or 7. At this stage, a child will *learn language naturally through games, songs and activities they are interested in*.

Another shift in the ability to learn a second language takes place during adolescence when the child moves to the Formal Operational Stage because *abstract thinking takes form*. At this time, the child is able to understand the rules of language

b. Cummins' thoughts: Children need 'language for school' skills such as being able to label objects, share information in a predictable order, follow oral directions, and maintain social interactions. *He believes a child schooled in their native language for a few years will develop these skills and be able to transfer them to a second language*.

9. INFLUENCE OF AFFECTIVE FACTORS ON SECOND LANGUAGE ACQUISITION

Affective factors are emotional factors. Factors such as anxiety, intrinsic motivation, self-esteem and personal inhibitions will affect the ability and rate at which one acquires and learns a second language.

10. INFLUENCE OF SOCIAL FACTORS ON SECOND LANGUAGE ACQUISITION

- **peers:** may be made fun of by new peers for mispronunciation OR may not be included with native peers because of trying to fit in the new group.
- **personality:** The inclination to interact with others and ask questions will affect the ability and rate at which one acquires and learns a second language.
- **role models:** that demonstrate the value of being bilingual
- **home support:** support of the child's progress and placing value in learning the second language is important.
- **prior knowledge:** the second language learner often has less background knowledge to draw from for new learning opportunities.

11. EFFECTS OF SECOND LANGUAGE ACQUISITION ON ACCULTURATION

- **assimilation:** embrace the new culture by abandoning the old; fit in with the new people.
- **ethnic retention:** retain the old ways by avoiding the new culture and its people.
- **biculturalism:** maintain both cultures by integrating both cultures in a variety of individualized ways. (Know the differences between these three terms.)
- **marginalization:** maintain neither culture involuntarily. Perhaps there is no support at home to maintain old culture or to incorporate new culture.
- **ethnic intensification:** overcompensation of maintaining the old culture – perhaps out of fear of losing it.
- **ethno-genesis:** new "ethnicity" is formed by common experiences or labeled as such by media (Asian-American, Latino)

12. SOURCES OF SECOND LANGUAGE LEARNER ERRORS

- **language transfer:** individual tends to transfer the forms and meanings of their L1 to L2. Where two languages are similar, positive transfers occur; where there they are different, negative transfers occur.
- **generalization:** errors which are extensions of a general rule (I comed home; I goed to the store)
- **omissions:** omit a required element (I play with doll)
- **additions:** add an unnecessary or incorrect element (I will be go to park)
- **mis-selection:** select an incorrect element (He wears red dress)
- **misordering:** use incorrect word order (I store go to)
- **code switching:** switching back and forth between languages between 2 bilingual people Example: Spanglish
- **simplification:** the omission of abstract words such as articles
- **circumlocution:** the second language learner describes characteristics or element of an object or action instead of using the appropriate term in the target language. Example: “The lady who is carrying a baby in her tummy” instead of saying, “The pregnant lady”. It’s describing instead of labeling.
- **fossilization:** the lack of growth in language development characterized by outdated expressions, poor grammar and bad syntax; when language learners become stuck at a certain level of learning; most often happens to L2 learners)
- **diglossia:** when two dialects of the same language exist in the same community and are used in different contexts. Often one is formal and the other is casual.
- **Interventions include:**
Clustering (see Glossary)
Bridging (see Glossary)
scaffolding vocabulary
- **Recasts** can be used by adults to improve children's native language skills. A technique that is frequently used is for the adult to imitate the child's speech. The adult repeats the child's incorrect phrases in correct form enabling the child to learn the correct pronunciation, grammar and sentence structure.

13. IMPACT OF HERITAGE LANGUAGE ON ENGLISH LANGUAGE ACQUISITION

ELLs’ use of home language serves as a foundation for learning English.

- Extensive research from around the world has found that children who are learning to read in a second language are able to transfer many skills and knowledge from their first language to facilitate their acquisition of reading skills in the second language. The best evidence of this comes from studies showing that students with strong reading skills in the home language also have strong reading skills in their second language. Much of this work has been done on ELLs in the U.S. (August & Shanahan, 2006; Riches & Genesee, 2006).
- The Center for the Improvement of Early Reading Achievement (CIERA) states that ELLs should learn to read initially in their first language. If this is not possible, students need to see and hear literally hundreds of books over a school year in order for fluency to be modeled to them. CIERA recommends that ELLs participate in read-alouds of big books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English (Hiebert et al., 1998).

- The NRC complements CIERA's recommendations about initial literacy in the native language. The NRC asserts that learning to speak English first contributes to children's eventual fluency in English reading, as oral proficiency provides a foundation to support subsequent learning about the alphabetic principle through an understanding of the structure of spoken English words and of the language and content of the material they are reading (Snow, Burns, & Griffin, 1998). This reinforces the recommendation for vocabulary development in ELLs: that in addition to reading instruction, ESL or ELD instruction must be an integral part of curriculum for ELLs. (Reading Rockets.org)

Sample Questions:

1. A child's tendency to continue making the same errors despite repeated exposure to correct forms and parental correction is best explained by:

- A. natural developmental processes (language naturally develops, in context, in a predictable order and with predictable errors)
- B. the child's need to assert individuality (is not related to language acquisition)
- C. habit formation (no habit is being formed when correction and modeling are present)
- D. zone of proximal development (the distance between independent problem solving and problem solving with guidance)

2. Interlanguage is a (an):

- A. co-mingling of ELL's L1 and L2 (could be language transfer where forms of L1 are transferred to L2)
- B. fossilized form of a second language (fossilization is when language learning halts prior to mastery)
- C. intermediate form of L2 that is independent of L1 and L2 (transitional language used by a novice en route to mastery of the 2nd language)
- D. international language used to communicate across different languages there is no common international language)

3. Richard Schmidt studied a Japanese adult who was successful at becoming fairly fluent in English but never achieved grammatical competency. The most plausible explanation of this ELL's failure to achieve grammatical competency is:

- A. differences between Japanese and English grammar (there is not evidence that lack of grammatical competency is typical of the differences between the languages)
- B. lack of language aptitude (the adult has aptitude as evidenced by being successfully fluent)
- C. occurrence of fossilization (becoming 'stuck' at a certain level of the language)
- D. lack of need to advance English (there is no evidence of a lack of need)

4. A student says “Gimme the ball, que le voy a decir a la maestro (I am going to tell the teacher)

- A. code switching (switching back and forth between languages between 2 bilingual people)
- B. language confusion (inability to distinguish between 2 languages)
- C. interlingual error (an error made by one not yet mastering a new language)
- D. L1 transfer (carryover of grammatical forms from native language)

5. Which of the following are elements of the natural approach?

- A. grammatical sequencing of material; reading and writing activities based on the grammar rules presented; bilingual vocabulary lists (natural approach does not focus on grammar)
- B. use of realia; limited error correction; lowered affective filter (real is ‘real’ materials; limited corrections allows for a comfortable learning environment; low affective filter results in less anxiety)
- C. dialogues and pattern practice; sequencing of material based on contrastive analysis; aural-oral language (natural approach does not focus on dialogues or analysis)
- D. use of conversations, games and plays; new material introduced via dialogues, use of music and rhythmic breathing (the natural approach would use conversations, games, and plays; it does not focus on dialogues or music and rhythmic breathing)

6. In a famous case study, John Schumann found that his native Spanish-speaking subject used such forms as “I no have” and “He no like,” which are characteristic of:

- A. native language transfer and universal word-order tendencies (there is some language transfer here; but there is no universal word-order)
- B. simplification and lack of subject-verb agreement (simplification is the omission of abstract words such as articles)
- C. native language transfer and early stages of negation (there is some transfer of word order as well as incorrect negative usage)
- D. code switching (switching between L1 and L2 in conversation between bilingual persons)

7. An ESOL student has proficient oral language skills but does not perform satisfactorily in academic reading and mathematics. The teacher believes academic proficiency correlates with oral language proficiency.

What has the teacher failed to acknowledge in her analysis of the child’s language proficiency?

- A. both basic interpersonal communication skills and cognitive academic language proficiency are needed for successful academic performance. (this is true)
- B. basic interpersonal communication skills develop equally with cognitive academic language proficiency. (BICS develops in 6 months – 2 years; CALP can take up to 10 years although 5 – 7 years is more typical)
- C. basic interpersonal communication skills are criteria for successful academic performance. (BICS works in conjunction with CALP for successful academic performance but is not a prerequisite for CALP)
- D. cognitive academic language proficiency is primary to basic interpersonal communication skills. (CALP is developed/mastered after BICS)

8. In the following passage identify the type of error indicated in *italicized type*. “And the man uh look like Scottish man uhh and uh (that is) and similarly between *two mens* um the dog um want to bite the a-another man.”

- A. simplification (omission of abstract words)
- B. analogy (a similarity or likeness)
- C. transfer (transfer form of L1 to L2)
- D. overgeneralization (use a learned grammatical rule inappropriately)

9. The assumption that a learner’s speech is a patterned product of a linguistic system that is different from both the native and target language and continues to evolve toward the target language is characteristic of which language acquisition process?

- A. fossilization (language learner becomes stuck at a certain level showing lack of Growth, poor grammar and/or bad syntax)
- B. bilingualism (ability to speak 2 languages)
- C. semilingualism (limited bilingualism)
- D. interlanguage (the linguistic output of a speaker who has not yet achieved mastery of their L2; a transitional language by a novice en route to mastery)

10. Which theory by Stephen Krashen explains conscious error correcting during oral second language production?

- A. input hypothesis (Individuals understand language at a level just above their speaking competency)
- B. monitor hypothesis (self-monitor)
- C. affective filter hypothesis (factors such as motivation, self confidence, anxiety and self image can raise or lower ones affective filter)
- D. natural order hypothesis (grammatical structures are learned in a natural order)

11. Most students in a 6th grade beginning-level ESOL class use the morpheme *-ed* to create the past tense form of all verbs, including irregular ones. These students are applying which second language transitional strategy?

- A. positive transfer
- B. overgeneralization
- C. simplification
- D. avoidance

12. An ELL is assigned the task of writing a narrative about an animal. The student asks the teacher, “What is puppy, you know, little one baby, for cat?” This is an example of:

- A. circumlocution
- B. overgeneralization
- C. simplification
- D. hypothesis testing

13. Which of the following theories explains conscious error correction during oral L2 production?

- A. input hypothesis
- B. monitor hypothesis
- C. affective filter hypothesis
- D. natural order hypothesis

14. Which of the following bilingual education program models is designed to develop a high level of competence in two languages by both non-native English speakers and native English speakers?

- A. enrichment immersion
- B. dual immersion
- C. early-exit transitional
- D. transitional

15. Diglossia occurs when

- A. Two distinct languages exist in one geographical area (bilingualism)
- B. Two dialects of the same language exist and are used in different contexts (diglossia)
- C. Language meaning changes over time (generative)
- D. Two languages merge into one (for example, Creole, a pidgin language developed from two or more languages that eventually came together to be used as a native language)

16. The words *lasso*, *schlep*, *divan* and *khaki* in English are examples of

- A. Transfer (the process or effect of the carryover of grammatical forms from language to language)
- B. Borrowing (a word or phrase introduced into a language from another)
- C. Blends (combining sounds represented by letters to pronounce a word, e.g. th)
- D. Idioms (expression that does not literally mean what it says, e.g. upper hand)

17. A parent committee in a mixed English-Spanish neighborhood wants a program for K-2 students with the components listed below:

- Reading instruction in Spanish for all students
- Spanish speaking teacher
- Delay of English reading until grade 2
- Pull-out ESOL for limited and non-English speakers
- Conscious attention to Hispanic cultures

Which of the following models most closely fits the parents' specifications?

- A. transitional bilingual education (the student must be fluent in L1 to learn the L2)
- B. maintenance bilingual education (native language skills are still promoted while teaching English to the students)
- C. one-way Spanish immersion (only Spanish is used to teach students)
- D. two-way Spanish immersion (education is in the Spanish language for an extended duration, accompanied by education in English. The goal is to develop bilingualism and bi-literacy in both languages. This program is available to students whose native language is not English, and also less common than transitional programs.)

18. A class of 25 ELLs spends the academic school day with the same teacher. This is an example of a (an)

- A. pull out model (students are pulled out of regular classroom for extra support)
- B. inclusion model (student participates in all programs)
- C. transitional bilingual education model (the student must be fluent in L1 to learn L2)
- D. self-contained model (students stay in same classroom all day with a teacher who is bilingual)

19. The following conversation takes place between an ELL and an ESOL teacher.

Student: He read frequently the newspaper.

Teacher: Oh, he frequently reads the newspaper? So, what sections of the newspaper does he prefer?

The response that the teacher gives to the ELL can most accurately be described as

- A. metalinguistic feedback
- B. Positive feedback
- C. An elicitation
- D. A recast

Competency 4

Literary Development and Classroom Application

Topics covered in this section:

1-2: READING AND WRITING STAGES FOR ELL'S

The stages of reading and writing, and the categories of ELL literacy.

3-4: EMERGENT LITERACY

Characteristics and Strategies (Emergent readers and writers correlate with pre-literacy levels.)

5: INCORPORATING L1 WITH L2 LITERACY DEVELOPMENT

Transferability

The five stages of Second Language Acquisition:

Criteria for each stage and strategies to use in the classroom.

1- Pre-Production, or Silent, period

2- Early Production

3- Speech Emergence

4- Intermediate Fluency

5- Advanced Fluency

6-7: CRITICAL LITERACY

There are three kinds of literacy.

Paulo Friere's theories of Critical Pedagogy

8: METHODS OF INSTRUCTING ELLS

Phonics and phonemic awareness

Fluency

Vocabulary

Reading comprehension

Teaching Text backwards

Seven Best Practices for Instructing ELLs

9: LIMITED LITERACY IN L1

First language literacy affects second language learning.

Methods for developing literacy with limited heritage literacy

10: METHODS FOR INSTRUCTING ELL'S IN THE WRITING PROCESS

1. ELL Reading Stages (English Language Learners)

General characteristics of ESL students for reading: Adapted from ESL Guide (Elementary)

BEGINNING	INTERMEDIATE	ADVANCED
Looks at pictures in books	Reads short passages of new material with background knowledge	May read stories and novels at grade level
May need to learn English print directionality.	May read and understand storybooks slightly below or at grade level	May exhibit less comprehension of expository text
May read along with buddy or shared reading group	Integrates all cueing systems (pictures, syntax, phonetics)	Makes inferences, reaches conclusions
Recognizes sound-symbol relationships	Content area material is difficult; limited comprehension	Reads for enjoyment independently
Recognizes alphabetical order	Uses context clues to predict	Reads for information
Develops basic sight word vocabulary of daily environmental words	Reads cloze paragraph successfully	Shifts from learning to read to reading to learn
Rereads a story constructed from personal experience (language experience approach)	Uses a dictionary; identifies main idea and key vocabulary	Shifts from narrative to expository prose

2. ELL Writing Stages

General characteristics of ESL students for Writing: Adapted from ESL Guide (Elementary)

***Writing should be based on real, authentic experiences**

Pre-K-1

EMERGENT / BEGINNING	BEGINNING / INTERMEDIATE	ADVANCED
May draw pictures of self, family, friends (labeled in first language or with one-word English labels)	Writes a simple narrative composition, such as a personal letter	Gains more control over different types of writing for a variety of purposes
May write from right to left, depending on first language	May use invented and conventional spelling (self-generated words)	Requires guidance, modeling and intervention with academic reports
May copy words from charts, books, or a friend's journal	Develops strategies for spelling unpredictable words	Starts to develop a sense of personal style
Participates in guided and group writing	Begins to use more control over grammar	Begins using native-like command in some areas of grammar such as verb tense. Complex syntactic structures need polishing
Makes lists Short sentences, run-on sentences	May rely on copying to write research reports	

Categories of ELL literacy:

- 1- Pre-literate- students have not learned to read and write in any language (see also emergent literacy)
- 2- Literate- students can read and write in their native language at the fourth grade level or higher.
- 3- Post-Literate- students have attended school in their native country
- 4- Non-Alphabetic- Student is literate in a language that does not use an alphabetic system.

3-4. Emergent Literacy

Characteristics and Strategies:

These are useful for students coming from non-alphabetic languages. See also pre-literate level. ***Emergent Readers and Writers (pre-kindergarten through first grade):***

- understand that written language conveys messages
- begin to match spoken words with print
- may know some letter names and some letter sound associations
- may recognize some words and letters in their environment or in texts; but not again in a different context; they may still be unsure of the concept of "word" or "letter"
- can write some letters, usually those in their own names
- when writing may reverse some letters, and may use mostly upper case letters
- literacy is a social process

Children in this phase benefit from: (no matter what age if they're coming from non-alphabetic countries)

- teaching the letters of the alphabet (Even if student is in high school when arriving here.)
- seeing reading and writing modeled through listening to good stories and seeing others write meaningful messages
- **supported practice while reading engaging, predictable books with pictures that** clearly relate to and illustrate the story line
- encouragement to experiment with writing
- dictating ideas to fluent writers.
- experience with sorting words and pictures to build letter and sound recognition (see phonemic awareness)
- experience with rhyming and other word play
- environmental print
- label room objects
- use repetition

5. Incorporate L1 to L2

Transferability: knowledge of L1 is transferred to L2 learning. Most commonly we see transfer errors in accent (Japanese /r/ and /l/ difficulties) and vocabulary (embarazada is Spanish means pregnant, not embarrassed). Interlanguage (IL) develops where students begin with L1, go through IL and move to L2. L2 learners go through stages like:

Stages of Second Language Acquisition (from: www.everythingsl.net. Judie Haynes)

All new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly. (Very important to know these.)

Stage I: Pre-production

This is the silent period.

They may have up to 500 words in their receptive vocabulary but are not yet speaking. Some will repeat what you say, though they are not producing language but parroting. They will listen attentively and may even be able to copy words from the board. They will be able to respond to **pictures and other visuals**. They can understand and duplicate gestures and movements to show comprehension.

- **They will benefit from:** a “buddy” who speaks their language, much repetition of English, listening comprehension activities, and on building a receptive vocabulary.
- Total Physical Response methods will work well with them.
- Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

Stage II: Early production

This stage may last up to six months.

Students will develop a receptive and active vocabulary of about 1000 words and can usually speak in one- or two-word phrases. They can use short language **chunks** that have been memorized although these chunks may not always be used correctly.

Suggestions for working with students in this stage of English language learning:

- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some whole class activities.
- **Use pictures and realia to support questions.**
- Modify content information to the language level of ELLs.
- **Build vocabulary-using pictures.**
- Provide listening activities.
- Simplify the content materials. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.
- Support learning with graphic organizers, charts and graphs.
- Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

Stage III: Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences.

They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?”

ELLs will also initiate short conversations with classmates.

They will understand easy stories read in class with the support of pictures.

They will also be able to do some content work with teacher support.

Here are some simple tasks they can complete:

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals. (Dialogue journals are a conversation between the teacher and the student.)

Stage IV: Intermediate fluency

Students have a vocabulary of 6000 active words.

They are beginning to use *more complex sentences* when speaking and writing and are willing to express opinions and share their thoughts.

They will ask questions to clarify what they are learning in class and be able to work in grade level math and science classes with some teacher support.

Comprehension of English literature and social studies content is increasing.

At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning.

- This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency (CALP) in a second language. Students at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.

6-7. Critical Literacy (Pedagogy)

There are three kinds of literacy:

Functional: the ability to understand signs, newspaper headlines, shopping lists, etc.

Cultural: the ability to understand written material.

Critical: the ability to assess the ideologies of individual texts (highest level)

The ability to think about what is written, why it is written, and whether one agrees with the ideas. It is a goal of reading instruction. Critical pedagogy (literacy) was heavily influenced by the works of **Paulo Freire**.

Strategies: Ask in-depth questions about a text and why a student chose to read it. Ask for commentary and analysis. Ask questions that cause a student to notice an author's decisions and think about to what the extent of the book is like real life.

8. Methods of Instruction for ELLs

Phonics and Phonemic awareness: Research has shown that direct instruction using a systematic method of teaching phonics in one-on-one, small group, or a cooperative grouping environment is optimal for ELLs.

Fluency: Oral reading strategies that include echo reading, choral reading, pair reading.

Vocabulary: Focus on a limited number of target words, 8-10 each week. Provide multiple exposures; use student-friendly definitions; use in meaningful contexts; and review regularly. Name pictures of objects, develop vocabulary for content area subjects, and work in cooperative groups and in pairs.

Reading comprehension and content learning:

- Daily small group instruction of 30-50 minutes
- Direct, explicit instruction that is fast-paced and engaging
- Clear corrective feedback to student errors
- Adequate time for student response

Use **cognates**: words in English that look like and have similar meaning as in their language. For example, in English we say *mother*, and in German it is *mutter*.

Use **chunking**: a strategy of “picking up” and imitating phrases in a second language.

Use **bridging**: a strategy whereby children tie English words to concepts known in their first language.

Teaching Text Backwards:

1. Do selected applications based on the material
2. Discuss the material in class
3. Answer the study questions at the end of the chapter
4. Read the text.

**The Seven Best Practices found in Research for Teaching ELLs:

1. **Cooperative learning**: the social aspects of instructional learning drive language learning.
2. **Provide multiple representations**: including realia, and graphic organizers. Pictures that illustrate the writing facilitate the decoding process.
3. **Build on prior knowledge**: one of the most important aspects of beginning a lesson; to find out what ELL students know already and build on that knowledge.
4. **Use instructional conversation**: communication among teachers and learners is crucial. Conversations give ELLs a way to be understood, their speech valued, and to be corrected without humiliation.
5. **Use culturally responsive instruction**: use curriculum and practices that reflect the diversity of the student population.
6. **Use cognitively guided instruction**: 1- activate prior knowledge of content. 2- model or illustrate learning strategies. 3- connect prior knowledge and learning strategies to new content.
7. **Use technology-enriched instruction**: motivational, non-judgmental, individualizes learning with feedback, gives students personal responsibility, less intimidating, diminishes authoritarian role of teacher.

9. ELLs with Limited L1 Literacy See also page 28.

(Adapted from: <http://www.ncela.gwu.edu/pubs/nysed/languagearts/>)

In March 1998 the National Research Council recommends that:

“LEP children should be taught to read in the first language while acquiring proficiency in spoken English and then subsequently taught to extend their skills to reading in English.” Study after study has demonstrated that there is a strong and positive correlation between literacy in the native language and learning English.

Cummins (1989) explains that: “. . . although the surface aspects (e.g., pronunciation, fluency, etc.) of different languages are clearly separate, there is an underlying cognitive/academic proficiency that is common across languages. This ‘**common underlying proficiency**’ (**CUP**) makes possible the transfer of cognitive/academic or literacy-related skills across languages. Transfer is much more likely to occur from

minority to majority language because of the greater exposure to literacy in the majority language outside of school and the strong social pressure to learn it.”

- Native language in the home should be encouraged
- Develop native language literacy
- Have parents send children to after-school and Saturday classes in their first language
- Use bilingual or two-way immersion program

Critical Role of Oral Language in Reading for ELL Students

Unlike mathematics or science, reading is the only academic area in which we expect children to arrive as kindergarteners with a basic skill level. Research has shown that oral language—the foundations of which are developed by age four—has a profound impact on children’s preparedness for kindergarten and on their success throughout their academic career. Children typically enter school with a wide range of background knowledge and oral language ability, attributable in part to factors such as children’s experiences in the home and their socioeconomic status (SES). The resulting gap in academic ability tends to persist or grow throughout their school experience (Fielding et al., 2007; Juel, Biancarosa, Coker & Deffes, 2003).

Certain populations—including students in Title I and ELL subgroups—typically face a number of factors with regard to oral language development (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Hart & Risley, 1995; NICHD, 2005; Snow, Porche, Tabors, & Harris, 2007):

- **Amount of exposure to language:** Hart and Risley (1995) found a wide disparity in the quantity of words (sum of unique words and gross sum of all words) as well as the quality of language to which the children were exposed. Children in low SES were exposed to short imperatives and typically negative words such as “No... Stop that.” In contrast, children from high SES families tended to be exposed to a greater quantity and quality of words. Their interactions included descriptive language, expansive narrations and positive reinforcement for communication.
- **Exposure to print:** Children in a print-rich environment benefit from early exposure to reading and print concepts such as familiarity with letters and sounds, as well as exposure to the conventions of printed words (e.g., reading left to right on a page and front to back in a book).
- **English not spoken in the home:** Children in homes where English is not spoken often lack exposure to critical oral language skills such as English vocabulary, grammar, pragmatics and discourse. Without these skills being modeled and reinforced in the home, these students enter school already significantly behind their peers (Biemiller, 1998).
- **Background experiences:** Children in low SES homes often lack the opportunity to expand their background experiences and knowledge, compared to their peers in other subgroups. These experiences and knowledge can be based on exposure in books, conversation, or first-hand experiences.

- **Parents' level of education:** Research has shown that there is a strong relationship between a parent's education level—in particular, the mother's education—and a child's oral language skills or vocabulary upon entering school (NICHD, 2005).
- **Transitions and disruptions in the student's home life:** Student mobility rate within Title I and ELL subgroups is often among the highest within a given district. Such changes impact a student's achievement level throughout school (Snow et al., 2007).

The academic gap associated with SES and the significant relationship between SES and reading achievement have been well documented in research (Cain & Oakhill, 2007; Hart & Risley, 1995; Snipes, Horwitz, Soga, & Casserly, 2008; Snow, Porche, Tablors, & Harris, 2007). Similarly, "many related factors influence ELLs' academic outcomes, including educational history, cultural and social background, length of exposure to the English language, and access to appropriate and effective instruction to support second language development" (Francis et al., 2006, p.6). So, the question facing educators is: How can we overcome the challenges of developing strong oral language skills, particularly in student populations where risk factors and obstacles are significant. (<http://www.lexialearning.com/resources/white-papers/oral-language>)

10. Appropriate methods for instructing ELLs in the writing process.

Begin with non-fiction writing using graphic organizers to help scaffold writing process. Develop topics orally; expand vocabulary, model sentence structure. When writing, students use the organizers to write sentences after you model complete sentences with them.

Issues with writing:

- Limited vocabulary: same words and phrases are repeated
- Sentence structure and grammar is not correct

Example: 5th grade newcomer wrote the following text in her mainstream classroom in response to the prompt: "If you were an animal, what animal would you like to be and why?" *"I like be eagle becas eagle birds king and he fly very up. They scard. When they baby, they take off they feather and they squek they claw."* Yimin (Sept 2003)

Sample Questions:

1. The teacher shows a picture of an object in the classroom. Students must find the object. This activity is most appropriate for which proficiency level?

- intermediate fluency (At this level students are using more complex sentences)
- speech emergence (Students can communicate with simple phrases and sentences)
- early production (Students can usually speak in one-or two-word phrases)
- preproduction (Students respond to realia and pictures at this level)

2. Which of the following is characteristic of a beginning ELLs writing?

- A. some sentence variety, broader vocabulary, occasional word order errors (intermediate and advanced writers write in sentences.
- B. some focus and form, incomplete paragraph development (beginning writers do not write in paragraphs yet)
- C. limited organization, clear vocabulary, few paragraphs (beginning writers do not write in paragraphs yet)
- D. one or two sentences, little sentence variation, run-on sentences (beginners will attempt to write short sentences that may run-on)

3. The most appropriate strategy to begin developing literacy in ELLs who are not literate in their native language is to

- A. postpone literacy development until the students develop intermediate oral proficiency in English (All literacy development should be integrated)
- B. develop literacy in native languages first (Students learning L2 learn better when fluent in L1)
- C. teach lists of high-frequency words (Literacy development should be integrated)
- D. pair students with bilingual peers (If they are not literate in their own language, a peer will not be of much help in the long run)

4. Teachers can help ELLs develop reading comprehension in English by

- A. teaching students to recognize cognates (cognates are words with a common origin)
- B. having students use echo reading (one person reads and another echoes the text; promotes fluency, not comprehension)
- C. reading the text aloud slowly but fluently (fluency contributes to comprehension but does not guarantee it)
- D. teaching students to recognize high frequency words first (high frequency words help with fluency)

5. A second grade Chinese-speaking student is new to an English reading class. Select the most appropriate plan of instruction for this student.

- A. teaching the student the individual letters and sounds of the Roman alphabet (student must know our alphabet in order to begin any literacy training)
- B. instructing the student to use a translator to understand the reading material (not always available)
- C. conducting a class lesson on the difference between a syllabic and an alphabet system (the class doesn't need to know the two systems for the student to learn English)
- D. pairing the student with another student who is an avid reader (new student needs to understand the concept of our words and letters first)

6. Choose the most appropriate strategy to introduce writing to an ESOL student at the pre-literate stage of development. (pre-literate: students who have not learned to read and write in any language.)

- A. The student copies a passage from a story the teacher has read recently (this doesn't teach the writing process)
- B. The student dictates a story about a recent event to the teacher (the student can see his or her words in print)
- C. The teacher dictates a story about a favorite subject to the entire class (the student is not using his or her own words in writing)
- D. The teacher asks the entire class to watch while she writes a story on the board (the words and concepts of writing may not be easy to understand)

7. Based on an English writing sample obtained from a newly arrived ELL, a high school ESOL teacher notes the student writes simple English phrases using phonetic spelling and conventional punctuation. The teacher may accurately deduce that the student is in what stage of writing?

- A. emergent
- B. beginning
- C. intermediate
- D. advanced

8. The earliest characteristic of emergent literacy is the student's ability to recognize that

- A. print has directionality
- B. letters represent sounds
- C. meaning is encoded in print
- D. words are composed of letters

9. Which of the following activities requires ELLs to use critical literacy skills?

- A. using structural analysis to decode unfamiliar words
- B. evaluating the persuasive techniques used in an advertisement
- C. translating a letter from English into their heritage language
- D. listing the characteristics of a main character from a story

10. A 1st-grade ELL spells the word *found* as "fawnd." This is an example of

- A. pseudo-words
- B. self-generated words.
- C. auditory discrimination.
- D. pseudo-letters.

11. Based on research in second language literacy development, which of the following statements is true?

- A. oral-language development precedes literacy development
- B. oral-language development follows literacy development
- C. oral-language development impedes literacy development
- D. oral-language development supplements literacy development

12. Which of the following is an appropriate instructional modification for a seventh grade ESOL student in a mainstream social studies class?

- A. The teacher develops schema and vocabulary, then discusses important questions from the lesson; finally, students read the chapter in cooperative groups.
- B. The students read the chapter individually, then write out the answers to the questions at the end of the chapter; finally the teacher leads a discussion of the highlights of the chapter.
- C. The students write out definitions to the vocabulary from the chapter, then read the chapter aloud in class; finally, the teacher leads a discussion of the highlights of the chapter.
- D. The teacher writes notes from the chapter on the board, which all students copy into their notebooks; then all students read the chapter silently and ask questions about what they don't understand.

Competency 5

Instructional Delivery Models, Instructional Strategies, and State/Federal Policies and Mandates

1. IDENTIFY THE MAJOR MODELS OF ESOL PROGRAMS.

- Structured Immersion
- Sheltered English
- ESL or ESOL Pull Out Programs
- ESL or ESOL Taught as Subject
- Submersion

2. IDENTIFY MAJOR RESEARCH FINDINGS OF BILINGUAL AND ESOL PROGRAMS.

- Monitor Model
- Schema Theory

3. INSTRUCTIONAL STRATEGIES:

1. STRATEGIES THAT PROMOTE BICS AND CALP
2. METACOGNITIVE, COGNITIVE, AND SOCIOAFFECTIVE STRATEGIES
3. NATURAL APPROACH
4. TPR
5. COMMUNICATIVE APPROACHES
6. CALLA AND SIOP
7. MAJOR RESEARCHERS
8. LANGUAGE EXPERIENCE APPROACH

4. SAMPLE QUESTIONS FOR PARTS 1, 2, 3

5. STATE/FEDERAL POLICY MANDATES:

1. REAUTHORIZATION OF THE *ELEMENTARY AND SECONDARY EDUCATION ACTS*.
2. MAJOR U.S. SUPREME COURT DECISIONS
3. MAJOR COURT DECISIONS, LEGISLATION, AND LEGAL AGREEMENTS
4. LULAC, et al. v. STATE BOARD OF EDUCATION, et al.
5. META Consent Decree

1. IDENTIFY THE MAJOR MODELS OF ESOL PROGRAMS.

- Structured Immersion – based on “comprehensible input” strategies: sheltered English, development of language skills and content area instruction in English.
- Sheltered English – primarily used in secondary schools. Content instruction provides “comprehensible input”. A trained ESL teacher provides instruction. Content classes with LEP speaker from different backgrounds but intermediate English proficiencies.
- ESL or ESOL Pull Out Programs – generally used in elementary schools. “Pulled out” by trained ESL teacher using 2nd language acquisition techniques. 30 minute to ½ day is the range. Supplemented by gestures and visual aids.
- ESL or ESOL Taught as Subject – middle and high schools use this. Students receive ESL instruction during a regular class period.
- Submersion – No instructional support provided by trained specialists. This is illegal!

2. IDENTIFY MAJOR RESEARCH FINDINGS OF BILINGUAL AND ESOL PROGRAMS.

Monitor Model - Stephen Krashen’s monitor model states that to acquire an L2 the learner needs to focus on messages and meaning, needs sufficient time to monitor form or correctness, learner must know the rules, and is used to make his/her speech more polished. Lack of self-confidence can affect the use of this system.

Schema Theory – ELL students are at a disadvantage in content area classes because they lack background knowledge or experience with topics being taught so material is not meaningful. Teachers must plan classroom activities to activate students’ knowledge on the topic discussed.

Recent Bilingual Education Changes:

Arizona Proposition 203, English for the Children, is a ballot initiative that was passed by 63% of Arizona voters on November 7, 2000. This piece of legislation limited the type of instruction available to English Language Learner (ELL) students. Before Proposition 203, schools were free in terms of ELL instruction to use bilingual or immersion methods. According to a cover letter from the Arizona Department of Education Superintendent of Public Instruction Lisa Graham Keegan to the Arizona Legislature, it was impossible to make a correct analysis regarding how many students were learning through English as a second language programs as opposed to bilingual education. The school districts had submitted "conflicting information" and 40% had not submitted any data, in spite of three deadline extensions.

ARTICLE 2. English Language Education 305. Subject to the exceptions provided in Article 3 (commencing with Section 310), all children in California public schools shall be taught English by being taught in English. In particular, this shall require that all children be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year.

Section 15-752. English Language Education

Subject to the exceptions provided in Section 15-753, all children in Arizona public schools shall be taught English by being taught in English and all children shall be placed in English language classrooms. Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. <http://files.eric.ed.gov/fulltext/ED497399.pdf>

3. INSTRUCTIONAL STRATEGIES:

1. STRATEGIES THAT PROMOTE BICS and CALP

a. Knowledge of BICS (Basic Interpersonal Communication skills) does not ensure academic success. It is important in feeling comfortable to use socially appropriate language in real-life situations. To develop BICS, students must be provided with opportunities for role-playing in a variety of language situations. Direct instruction in idiomatic expressions, proverbs and sayings is another strategy in developing BICS. Real life reading and writing activities are also important.

b. Knowledge of CALP (*Cognitive Academic Language Proficiency*) is essential for academic success in each curriculum area. To develop, students need opportunities to observe, listen to and speak about content area concepts. This includes vocabulary instruction and reading and writing in the content areas. These activities must be done for each content area.

2. METACOGNITIVE, COGNITIVE AND SOCIOAFFECTIVE STRATEGIES:

O'Malley et al. (1985:582-584) divide *language-learning strategies* into three main subcategories: (metacognitive, cognitive, and socioaffective).

a. Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies that require planning for learning, *thinking about the learning process as it is taking place*, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation.

b. Cognitive Strategies

Cognitive strategies are *more limited to specific learning tasks* and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

c. Socioaffective Strategies

As to the socioaffective strategies, it can be stated that they are related with *social-mediating activity and transacting with others*. Cooperation and question for clarification are the main socioaffective strategies (**Brown** 1987:93-94).

3. The Natural Approach

Stephen Krashen developed this hypothesis. *He believes the rules of language are acquired in a predictable order.* The general premise is the "ability to communicate with native speakers on the target language." Comprehension precedes production and production emerges over time.

Strategies include:

- Short and open dialogues
- Interviews with peers
- Using charts and tables to record personally relevant data
- Opinion polls

- Writing advertisements
- Writing speeches designed for particular situations (greeting people, demonstrations)
- Writing directions

4. Total Physical Response (TPR)

James Asher defines this method as one that *combines information and skills through the use of the kinesthetic sensory system*. This combination of skills allows students to assimilate information and skills at a rapid rate.

The basic tenets are:

- Understanding the spoken language before developing the skills of speaking
- Imperatives are the main structures to transfer or communicate information
- Students are not forced to speak but allowed an individual readiness period and allowed to spontaneously begin to speak when comfortable and confident
- “I do, we do, you do”

The technique is:

1. Teacher says the commands as he himself performs the action
2. Teacher says the command as both the teacher and the students perform the action
3. Teacher says the command but only students perform the action
4. Teacher tells one student at a time to do the commands
5. Roles of teacher and student reverse with students giving the commands
6. Teacher and student allow for expansion or produce new sentences

5. COMMUNICATIVE APPROACH

The communicative approach is an approach to the teaching of second and foreign languages that *emphasizes interaction as both the means and the ultimate goal of learning a language*. It focuses on language as a medium of communication and the belief that all communication has a social purpose. The learner has something to say or find out. This includes written and oral communication. Authentic resources such as newspapers, telephone books, magazines, and TV shows should be used.

Information gap strategies include:

- Role playing
- Games
- Surveys
- Think / Pair / Share
- Graphic organizers
- Visuals
- Summarizing

6. CALLA AND SIOP

a. Cognitive Academic Language Learning Approach (CALLA) is based on the work of **J.M. O’Malley and A.U. Chalmont**. It is based on the *explicit teaching of learning strategies and the premise that active learners are better learners*. Cognitive learning strategies refer to steps or operations used in learning or problem solving that requires direct analysis, transformation, or synthesis of learning materials.

Rubin identified six main strategies:

- Clarification / verification
- Guessing / inductive inferencing
- Deductive reasoning
- Memorization
- Monitoring

b. Sheltered Instruction Observation Protocol (SIOP) is based on work by **Bartolome, Vgotsky, Tharp and Gallimore**. Bartolome describes this protocol as *culturally responsive teaching and instruction* that is sensitive to culturally different ways of learning and behaving. Teachers guide students to construct meaning from texts and classroom discourse, paying careful attention to students' capacity for working in English. In SIOP for every content goal taught, teachers must provide a language objective.

Strategies include:

- Paraphrasing
- Giving examples
- Analogies
- Elaborating on student responses
- Asking questions
- Preteach vocabulary
- Outlining
- Use of supplementary texts
- Multiple pathways for assessment
- Graphic organizers
- KWL
- Think / Pair / Share
- Summarizing

7. MAJOR RESEARCHERS

James Asher

-Total Physical Response

Stephen Krashen

-Natural Approach

-Affective Filter

-Language Acquisition

-Monitor Model

-Research determined the most significant variable in how long it takes to learn English is the amount of formal schooling students have received in their first language.

8. **Language Experience Approach** (The order of teaching) Constructivist Theory

The goal is to have students produce language in response to first hand experiences. This includes writing and oral responses as well as reading comprehension. The steps are:

1. provide the experience
 2. facilitate interaction and discussion
 3. create a personal view representation using pictures
 4. create a personal view using pictures
 5. write group statements about the experience
 6. read class-created stories about the experience
 7. individual responses to experience
-

Sample Questions:

1. When a district decides to implement an ESOL program, the optimal choice for the students is:

- A. pull-out ESOL support (students leave their English-only classroom to spend part of their day receiving ESL instruction)
- B. submersion (all instruction is in English with few accommodations)
- C. early-exit transitional bilingual instruction (TBI) (native language is used to translate English for instruction)
- D. sheltered English instruction (hands on, vocabulary, visual supplementary materials, and scaffolding strategies are used to teach ELL's)

2. When designing a program for ELLs, an important factor for districts to consider is

- A. students' socioeconomic status
- B. students' L1 and L2 literacy skills
- C. costs of the program
- D. availability of bilingual materials

3. According to research, the positive academic outcomes of two-way immersion programs can be explained by

- A. students' time on task in English
- B. provision of additive bilingualism (student adds a second language with no loss to the first language)
- C. early exit policies (student is instructed in L1 to help them learn English quickly and then move to English instruction only)
- D. use of bilingual scripted reading programs (teachers use a script to teach students in L1 and L2 at the same time)

4. A teacher who uses Stephen Krashen's Monitor Model as a theoretical foundation would use which instructional approach?

- A. a highly structured grammatical sequence leading to literacy
- B. a modified level of language for instructional delivery
- C. direct vocabulary teaching through bilingual word lists
- D. consistent correction of students' errors to avoid the development of bad habits

5. Which bilingual education program model is designed to develop a high level of competence in two languages by both heritage language speakers and English speakers?

- A. enrichment immersion (second language taught with support)
- B. dual immersion (provide instruction in both L1 and L2 languages)
- C. early-exit transitional (native language is used to translate English for instruction)
- D. transitional (the student must be fluent in L1 to learn L2)

6. Affirmative action policies have primarily affected the education of ELLs by

- A. Ensuring ELLs have equal access to educational resources
- B. Requiring schools to provide bilingual support to ELLs
- C. Increasing ELL referrals to exceptional student education
- D. Funding multicultural training for faculty who work with ELL

7. Proposition 227 in California, Proposition 203 in Arizona, and Question 2 in Massachusetts resulted in

- A. limiting bilingual education.
- B. providing additional resources to ELLs.
- C. maintaining native language programs in reading and writing.
- D. allowing parental choice in ESOL program models.

8. A teacher is planning a lesson and wants to use a video. Which sequence would be more effective in teaching ELLs?

- A. summarize video, show video, discuss video, review vocabulary
- B. make predictions, show video, discuss video
- C. read an L1 story on the topic, show video, answer questions
- D. review video, show video, write summary in L1

9. In an intermediate ESOL class, Ling is holding three similar but different pictures. Alicia is looking at a copy of one of the pictures he is holding. Neither student can see the other's pictures. Alicia has 60 seconds to describe the picture she is holding while Ling listens and asks questions for clarification. When time is up, Ling identifies which of the three pictures she described.

What communicative approach activity is used on this situation?

- A. information gap
- B. cloze activity
- C. vocabulary practice
- D. pronunciation practice

10. A 6th grade science class of beginning ELLs is starting a unit on plants. The most appropriate introductory activity for this unit is:

- A. Watching a video depicting plant growth
- B. Making a garden and planting seeds in it
- C. Reading a simplified text such as “Jack and the Beanstalk”
- D. Labeling pictures of plant growth

11. Using the language experience approach, a teacher elicits and writes an account of an event the students have experienced so they can all read it. Which language learning theory underlies this instructional approach?

- A. constructivist theory
- B. monitor model
- C. affective filter hypotheses
- D. behaviorism

12. Improving syntax in a second language is best achieved by:

- A. circumlocution
- B. clustering
- C. sentence shortening
- D. sentence editing

13. A teacher uses the Spanish word *discutir* to help students understand the word discussion. Identify the strategy.

- A. bridging
- B. scaffolding
- C. chunking
- D. translating

14. In an ESOL role-playing activity, students practice a variety of greeting words and phrases and use them in various situations and social contexts. This activity provides practice in the area of

- A. pragmatics (practical sentences for social situations)
- B. semantics (meaning of words)
- C. discourse (conversation between people)
- D. phonology (the phonetics and phonemics of a language)

15. Using a variety of grouping configurations in a content area class in which some students are ELLs facilitates the language learning of these students because ELLs should

- A. practice listening and speaking to a variety of English speakers
- B. hear new information more than once in order to remember it
- C. compare ideas with peers who share the same heritage language
- D. listen to the intonation and pitch of native English speakers

16. Which of the following is appropriate listening comprehension content for ELLs who have mastered basic structural forms but who are lacking in vocabulary development?

- A. oral stories with reference to accompanying pictures
- B. vocabulary word lists for memorization
- C. samples of current radio talk show dialogues
- D. scrambled dialogues for students to reorder

17. A high school sheltered English teacher works with ELLs who have varying proficiency levels. The teacher would like to differentiate instruction during class discussions of the novel *The Great Gatsby* by F. Scott Fitzgerald. Which of the following strategies would best achieve this goal?

- A. assigning ELLs to literature circles composed of students with similar levels of English language proficiency
- B. assigning ELLs to homogeneous literature circles composed of students who share the same heritage language
- C. providing ELLs with written discussion questions that differ in linguistic difficulty but not content
- D. providing ELLs with written discussion questions translated into their heritage languages

18. Using the language experience approach, a teacher elicits and writes an account of an event the students have experienced so they can all read it. Which language learning theory underlies the teacher's instructional approach?

- A. constructivist theory (learners construct new ideas based on schema)
- B. monitor model (learner focuses on messages and meaning – cognitive)
- C. affective filter hypothesis (learning is blocked by negative attitudes)
- D. behaviorism (behavior is affected by external stimuli)

5. State/Federal Mandates:

1. REAUTHORIZATION OF THE *ELEMENTARY AND SECONDARY EDUCATION ACT*

On January 8, 2002, President George Bush signed the No Child Left Behind Act (NCLB). This act reauthorized and amended federal education programs established under the Elementary and Secondary Education Act (ESEA) of 1965.

The major focus of No Child Left Behind 2001 (also known as ESEA) is to provide all children with a fair, equal, and significant opportunity to obtain a high-quality education. The U.S. Department of Education is emphasizing four pillars within the bill:

- **Accountability:** to ensure that those students, who are disadvantaged, achieve academic proficiency.
- **Flexibility:** Allows school districts flexibility in how they use federal education funds to improve student achievement.
- **Research-based education:** Emphasizes educational programs and practices that have been proven effective through scientific research.
- **Parent options:** Increases the choices available to the parents of students attending Title I schools.

NCLB emphasizes the implementation of educational programs and practices that have been demonstrated to be effective. In essence, it is a national extension of the standards-based education reform effort undertaken in our state since 1993.

2-3. MAJOR U.S. SUPREME COURT DECISIONS, MAJOR COURT DECISIONS, LEGISLATION, AND LEGAL AGREEMENTS

1954 Brown vs. Board of Education:

“Separate but Equal” established the precedent, same not being equal education, which would later be used to address issues facing English Language Learners.

1964 Civil Rights Act, Title VI:

“No person shall on the grounds of race, color, or national origin, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving Federal Financial assistance.”

1965 Elementary and Secondary Education Act (ESEA):

The single largest source of federal support for K-12 education is the (ESEA). Born as part of Lyndon Johnson's War on Poverty in 1965, it provides assistance to local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties or other federal properties. It provides financial assistance through state education agencies to schools with high numbers of poor children so that all children meet state academic content and achievement standards. It provides financial assistance to local education agencies and schools with high numbers of poor children to help ensure that all children meet challenging state academic standards. This \$11-billion-a-year Act has been sending federal assistance to poor schools, communities, and children for nearly 30 years

1968 Bilingual Education Act:

An amendment to the ESEA of 1965, Title VII is a program established by federal policy that recognized bilingual education as a viable method for economically disadvantaged language minority students. It allocated funds for innovative programs.

1970 May 25 Memorandum:

Reminds all school districts of their responsibilities under the Title VI of the Civil Rights Act 1964. Pottinger wrote “The district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

1974 Lau vs. Nichols:

Chinese students in San Francisco sued the public school system for equal educational opportunities. *The Supreme Court ruled that identical education doesn't constitute equal education under the Civil Rights Act by merely providing LEP students with the same facilities, textbooks, teachers and curriculum. Schools must take affirmative steps to overcome education barriers.* Funding: FTE funds are allocated to schools based on the number of their LEP population receiving services. The amount funded appears on the Principal's budget. This is why it is critical the ESOL information be entered accurately.

1974 Equal Educational Opportunity Act of 1974:

Within weeks of Lau Vs. Nicholas, the EEOA was passed. It stated that no state shall deny equal education opportunity to any individual.

1974 Amendments to Title VII:

This was a new section focusing on teacher and professional development and native language instruction. It requires states to include instruction in students' native language and culture and to spend at least 15% of their money towards training bilingual teachers. The new amendment was an expansion of eligibility for who could participate in Title VII programs.

1975 Lau Remedies:

The Department of Health, Education, and Workforce designed a set of education standards that would satisfy the Supreme Court's ruling on Lau Vs. Nichols. These are named the "Lau Remedies". They give the federal government influence over educational decisions made by local and state education authorities.

1978 Amendments to Title VII:

ESEA emphasized the strictly transitional nature of native language instruction, expanded eligibility to students who were limited English proficient (LEP), and permitted enrollment of English-speaking students in bilingual education programs.

1980 Notice of Proposed Rulemaking (NPRM):

This replaces the "Lau Remedies" in an attempt to create requirements for ELLs. It required that only qualified teachers provide instruction and services to English Language Learners. It has four components: identification, assessment, services, and exit for students in these programs. *Know the order of these*

1981 Withdrawal of NPRM, Feb.2, 1981:

NPRM was withdrawn on the basis that it was "intrusive and burdensome." Office of Civil Rights instilled a compliance model where school districts are reviewed on a case-by-case basis.

1981 Castaneda vs. Pickard:

5th District Court of Appeals ruled on special help for English Language Learners. It defined criteria for "appropriate action" that schools take to educate LEP students. Criteria includes: pedagogically sound plan for LEP students, qualified staff for instruction, effective implementation of program, and plans for evaluation of programs. This court case resulted in the ruling that district-implemented programs for ELL's must be evaluated for effectiveness.

1982 Plyler vs. Doe:

Based on the 14th amendment, this US Supreme Court decision set the precedent that children could not be denied an education based on immigration status (for example, immigration documents may not be filed in a student's cumulative folder.)

1984 Amendments to Title VII:

Reauthorization to Title VII of the ESEA implemented new grant programs: English Literacy, academic excellence, developmental bilingual education, and early start special education. It emphasized the importance of teacher training and academic goals for LEP students.

1988 Amendments to Title VII:

Increased funding to state education agencies, expanded funding for "special alternative" programs where only English was used, three-year limitation on participation in most Title VII programs.

1994 Amendments to Title VII (Improving America's Schools Act):

Reconfiguration to Title VII programs. Reinforced professional development programs, increases attention to language maintenance and foreign language instruction, improved research and evaluation to state and local levels, supplied additional funds for immigrant education, and participation of some private school students.

2000 Executive Order 13166: "Improving Access to Services for Persons with Limited English Proficiency."

All federal agencies and federally sponsored projects must "ensure that the programs and activities they normally provide in English are accessible to LEP persons and do not discriminate on the basis of national origin in violation of Title VI Civil Rights Act of 1964."

2001 Alexander vs. Sandoval:

Dealt with **disparate impact** (unintended consequences) **private right of action** (whether an individual can sue the state under Title VI of Civil Rights Act). Martha Sandoval, native Spanish speaker, sued the state of Alabama claiming their English-only driver's license test discriminated against Spanish speakers, which violated Title VI of the Civil Rights Act. The Supreme Court, in 5-4 vote, ruled against Sandoval stating that a private citizen cannot sue the federal government under Title VI. Plaintiff has to prove that actions taken against them were intentional. Language is not considered an act of discrimination protected in Civil Rights Act, only race, color, and national origin are included.

2002 No Child Left Behind Act (Amendments to Title VII):

Grant program providing funding to states, promoting English acquisition and helping English Language Learners meet challenging content standards by creating aligned systems of standards and assessments. School districts are held accountable for LEP and immigrant students' academic progress and English attainment. Professional development programs were also supported.

4. LULAC, et al. v. STATE BOARD OF EDUCATION, et al.

August of 1990, State Board of Education came to an agreement with the League of *United Latin American Citizens (LULAC)* relating to a federal lawsuit filed in Southern District of Florida, state was not providing equal and appropriate educational services to students for whom English was a second language. It was accepted by the Court and became the META Consent Decree that is still in effect (*META = Multicultural Education Training Advocacy*)

January 17, 2003 LULAC enforced the terms of the decree, the state was violating Section IV of the decree by allowing teachers to gain certification to teach English for Speakers of Other Languages (ESOL), passing the subject area examination without the requirement of either a college degree in that subject, or training/education hours.

The first applicants without an ESOL degree sat for the ESOL certification exam in July of 2002. The legislature's enactment of Section 1012.56(4) F>S allowed teachers to be certified in a specific subject area by passing the subject area examination. ESOL is one of those subject areas and since the July 2002 exam there have been two more ESOL certification exams given.

LULAC moved to enforce the Consent Decree settlement agreement to modify the consent decree with certain conditions. The State is to continue to allow teachers without ESOL degrees to sit for the subject area exam and receive certification under the following conditions:

1. Teachers who pass the test must have had at least 120 hours in-service training hours within three years of certification in ESOL.

2. LULAC's designated experts are to review the current tests and provide input as to their content for the upcoming review of the test.

3. All administrators and guidance counselors would need to have at least 60 hours of in-service training hours in ESOL.

The department believes this modification of the Decree will continue to allow our districts to successfully recruit new ESOL-certified teachers, ensuring teachers are properly qualified to provide educational services to all Limited English Proficient students.

HOME LANGUAGE SURVEY (HLS):

- A student with all NO responses on the HLS is considered non-Limited English Proficient (LEP).
- A student with any YES response is referred for additional English language proficiency assessment.
- A student with a YES response to question #1 only is temporarily placed in general education classes until English proficiency assessment occurs.
- A student with more than one YES response is temporarily placed in Basic ESOL classes until English language proficiency assessment occurs.
- The state-approved age-appropriate Language Assessment Scales (LAS) assessment is used to assess aural/oral ability and is to be administered within the first 20 days after the enrollment date.

5. META Consent Decree:

On August 14, 1990 in an out of court settlement, the State of Florida agreed that teachers who served the English Language Learner (ELL) student population in Florida must have appropriate training. ESOL Endorsement requirements for Language Arts teachers were part of the certification rules prior to the **Multicultural Education and Training Advocacy (META) Consent Decree**.

On April 25, 2003, the League of United Latin American Citizens (LULAC) and the Florida Board of Education participated in mediation regarding the terms of the Consent Decree. This modified the original decree. The stipulation set forth an additional option by which a teacher may obtain ESOL coverage (certification); it also establishes training requirements of 60 hours of ESOL training for school-based administrators and guidance counselors within three years of hire.

The state required five ESOL courses to be developed if the district wanted to offer Add-On Certification Program in ESOL to their Language Arts teachers. In 2005-06, Category 1 Reading teachers of ELLs were required to start the process toward ESOL Certification. "Basic" teachers (math, science, social studies and computer teachers) must take one of the 60-hour courses to complete appropriate training that makes them eligible to teach ELLs. An 18-hour training program was developed for "other" teachers. A 60-hour Administration/Guidance Counselor ESOL course, in three sections, was developed in 2004-05; principals, assistant principals, and guidance counselors who lack the required 60 hours of ESOL training now take the ESOL Administration 60-hour training.

Teachers Category 1 – Are Primary Language Arts Teachers and Reading Teachers who:

- Teach language arts as the sole language arts instructor to students who are "regular diploma" students (this would include an SLD teacher who is teaching "regular diploma" ESE students and who is the students' only language arts provider)
- Teach reading to ELL students who are "regular diploma" students

Requirement Options:

1. Take five in-service ESOL courses (60 x 5 = 300 hours) and apply to add the ESOL Endorsement to Teaching Certificate.
 2. Take and pass the ESOL Subject Area Exam (SAE), apply to add the ESOL Coverage to Teaching Certificate; successfully complete two ESOL courses (any two, 60 x 2 = 120 hours) before taking OR within three years of passing the SAE to retain the ESOL coverage.
 3. Take five designated college courses in ESOL and apply to add the ESOL Endorsement to Teaching Certificate, with official transcript from the college attached for DOE action.
-

Sample Questions:

1. According to U.S. government policy, schools:

- A. must request immigration documentation from new students (illegal)
- B. may help ELLs apply for immigration visas (not allowed to be involved with a student's immigration status)
- C. are not allowed to request students' immigration documentation (we are not allowed to ask for a students' immigration status)
- D. are required to report undocumented ELLs to the U.S. immigration Service (not allowed to know a students' immigration status)

2. Based on Title III of the No Child Left Behind Act, schools are required to include ELLs in state-mandated testing

- A. in mathematics after 2 years of enrollment (must test all before the second year is up)
- B. in mathematics and English language arts immediately (only have to test oral proficiency within the first 20 days after enrollment date)
- C. in mathematics within 1 year of enrollment (must test every area within the 1 year enrollment)
- D. in English language arts and mathematics after they achieve intermediate fluency in English (just test before 2nd year is up)

3. In 1974 a group of students sued the San Francisco Unified School District claiming they were not provided with the comprehensible instruction. What is the name of this court case?

- A. Castenada v. Pickard (defined criteria for 'appropriate action' schools take to educate LEP students)
- B. Lau v. Nichols (identical education is not equal education under Civil Rights Act)
- C. Plessy v. Ferguson (upheld segregation and constitutionality of 'separate but equal')
- D. Brown v. The Board of Education (established the precedent that 'same education is not equal education')

4. After an ELL exits an ESOL program, the school district is required to monitor the student for (you must know the META Consent Decree to answer this)

- A. 2 years
- B. 6 years
- C. a period determined by the teacher input
- D. a period determined by standardized test

5. The Home Language Survey of a new 5th grader indicates that her first language is not English. This student's English proficiency must be assessed

- A. Within 20 days for oral proficiency, followed by the assessment of her reading and writing skills
- B. In 2 weeks following observations by the LEP committee and determination of need for services.
- C. Within 20 school days after an oral English proficiency assessment indicating limited English proficiency.
- D. Within 20 days after an oral English proficiency assessment if she scores in the 33rd percentile on a standardized English reading assessment. (You must know the Home Language Survey Responses/Assessment Criteria to answer this)

6. A parent filled out the home language survey as follows:

- 1. Is a language other than English used in the home? No**
- 2. Does the student have a first language other than English? Yes**
- 3. Does the student most frequently speak a language other than English? Yes**

What is the school's next step?

- A. assigning grade-level placement with no further testing
 - B. postponing admission until testing is completed
 - C. assigning grade-level placement and initiating oral assessment
 - D. assigning grade-level placement in ESOL
- (you must know the Home Language Survey Responses/Assessment Criteria to answer this)

7. Which of the following is one implication of the U.S. Supreme Court decision in *Plyer v. Doe*?

- A. states that do not meet their performance objectives for students with limited English proficiency may lose federal funding
- B. separate education is inherently unequal
- C. states have an affirmative duty to take steps to create unitary, or integrated school systems
- D. immigration documents may not be filed in students' cumulative folders

Competency 6 and Competency 8 (Combined)
Knowledge of Standards-Based ESOL and Content Instruction
Knowledge of Planning Standards-Based Instruction of ELLs

1. GENERAL PRINCIPLES FOR TEACHING ELL STUDENTS
 2. SUGGESTIONS WHICH FACILITATE SECOND LANGUAGE ACQUISITION
 3. EXAMPLES OF INSTRUCTIONAL STRATEGIES
 4. DIFFERENTIATING INSTRUCTION FOR ELL PROFICIENCY LEVELS
 5. 10 THINGS TO IMPROVE INSTRUCTION
 6. GUIDELINES FOR ENSURING COMPREHENSIBLE ELL INSTRUCTION
 7. MARZANO'S HIGH YIELD STRATEGIES FOR ELL
 8. GUIDELINES FOR ADAPTING MATERIALS, ASSESSMENTS, INSTRUCTION
 9. STRATEGIES FOR TEACHING THE CONTENT AREAS TO ELL
 10. CONSIDERATIONS AND RECOMMENDATIONS FOR TEACHING READING
 11. CONSIDERATIONS AND RECOMMENDATIONS FOR TEACHING WRITING
 12. CONSIDERATIONS AND RECOMMENDATIONS FOR TEACHING MATH
 13. CONSIDERATIONS AND RECOMMENDATIONS FOR TEACHING SCIENCE
 14. CONSIDERATIONS AND RECOMMENDATIONS FOR TEACHING SOCIAL STUDIES
-

1. General Principles for Teaching ELL Students

(Adapted for Volusia County Schools Curriculum Department: A guide for the General Education Teacher working with ELL)

Various language acquisition theories have stressed four key principles that can be directly applied to the general education classroom. Although these principles are important for all students, they are of significant importance to English language learners (Jameson, 1998). They are as follows:

Increase Comprehensibility: Based on **Krashen's** theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With non to limited English language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As their proficiency develops, other strategies to implement include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

Increase Interaction: Based on **Swain's** emphasis on comprehensible output, several strategies have come into being that increase students' opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, project-based learning, and one-to-one teacher/student interactions.

Increase Thinking/Study Skills: Based on **Cummins's** theories of academic language and cognitively demanding communication, these strategies propose ways to develop more advanced, higher order thinking skills as a student's competency increases. **Chamot and O'Malley** (1994) developed the Cognitive Academic Language Learning Approach (CALLA) to bridge the gap between Cummins's theories and actual classroom strategies. This method incorporates: 1. Asking students higher order thinking questions (e.g., what would happen if...?); 2. Modeling by thinking aloud; 3. Explicitly teaching and reinforcing study skills and test-taking skills; and 4. Holding high expectations for all students.

Use a student's native language to increase comprehensibility: Based on various theories, including Krashen and Cummins, this principle is based on a wealth of current research that has shown the benefit of including a student's native language into their everyday instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). In a study of school effectiveness for language minority students conducted by Thomas and Collier, they found that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students' long term academic success" (p. 64).

2. Suggestions Which Facilitate Second Language Acquisition (Focus on what's appropriate for their level.)

Stimulate active listening and provide a means of eliciting some response (non-verbal for beginners), which indicates that students have understood the communication.

Don't stress speaking activities for beginning English Language Learners until they feel comfortable expressing their thoughts orally.

Read aloud to young children using books with large colorful illustrations and repetitive story structures. Folktales, songs, and rhymes are good choices. Reinforce concepts and vocabulary through illustrations and discussion. Encourage students to chant along with oral reading as they become more familiar with the language.

Expect errors in students' speech and consider them as indicators of progress in the language acquisition process. Model correct grammar patterns but don't overtly correct a student's errors. Respond to the intended meanings students are attempting to communicate.

Encourage students to ask for clarification when they don't understand. Reduce students' anxiety while they negotiate meaning through oral communication.

Use vocabulary and concepts, which are comprehensible to your students. Use synonyms, gestures, facial expressions, intonation or any other extra-linguistic cues to clarify your message.

Encourage academic interaction as well as social interaction with English proficient peers. Organize classroom activities or games, which include opportunities for students to work in pairs or in small groups.

Structure activities that are both age and linguistically appropriate

3. Examples of Instructional Strategies Linked to Appropriate Language Acquisition Stages

The following chart is adapted from the Oregon Department of Education publication *The English Language Learners' Program Guide*

Each of the five stages of second language acquisition is linked to appropriate and specific instructional strategies

Silent/ Receptive Stage I	Early Production Stage II	Speech Emergence Stage III	Intermediate/ Advanced Proficiency Stages IV & V
Use of visual aids and gestures	Engage students in charades and linguistic guessing games	Conduct group discussions	Sponsor student panel discussions on the thematic topics*
Slow speech emphasizing key words	Do role-playing activities	Use skits for dramatic interaction	Have students identify a social issue and defend their position*
Do not force oral production	Present open-ended sentences	Have student fill out forms and applications*	Promote critical analysis and evaluation of pertinent issues
Use pictures and manipulative to help illustrate concepts	Conduct student interviews with the guidelines written out	Have students write descriptions of visuals and props	Encourage critical interpretation of stories, legends, and poetry*
Use multimedia language role models	Use charts, tables, graphs, and other conceptual visuals	Use music, TV, and radio with class activities	Have students design questions, directions, and activities for others to follow
Use interactive dialogue journals	Use newspaper ads and other mainstream materials to encourage language interaction*	Show filmstrips and videos with cooperative groups scripting the visuals	Encourage appropriate story telling
Encourage choral readings	Encourage partner and trio readings	Encourage solo readings with interactive comprehension checks*	
Use Total Physical Response (TPR) techniques			

4. Differentiating Instruction for ELL Proficiency Levels

Adapted from Intercultural Development Research Association, Reaching all Students: Matching Learning Style with Teaching Strategies Nov. 2003

English Proficiency Level	What Students Can Do	Appropriate Instructional Strategies and Activities
<p>Non-English Speaking (NES)</p> <p>Has no or limited English proficiency</p>	<p>Point Draw Match Select Circle State Choose Act Out Label Name List</p>	<ul style="list-style-type: none"> • Total Physical Response (TPR) • Non-verbal role play • Rhymes, chants, songs • Pre-recorded stories • Read aloud • Choral/echo reading • Language Experience Approach • Hands-on projects • Author’s Chair • Flannel board stories • Environmental labels • Word banks • Think-Pair-Share
<p>Limited English Speaking (LES)</p> <p>Has functional oral skills in English. Is developing reading and writing skills.</p>	<p>Recall Retell Define Compare Contrast Summarize Restate</p>	<ul style="list-style-type: none"> • Role playing (verbal) • Reading, reciting poetry, writing • Group discussions • Retelling stories • Process writing, quick writes, dialogue • Journals • Graphic organizers • Summarizing • Compare and contrast stories and authors
<p>Fluent English Speaking (FES)</p> <p>Has proficient skills and functional reading and writing skills. Needs help to comprehend, interpret and articulate academic language.</p>	<p>Analyze Create Defend Debate Evaluate Justify Support Explain</p>	<ul style="list-style-type: none"> • Age appropriate reading and writing • Analyzing charts, graphs, and stories • Predicting outcomes • Supporting and defending • Positions/opinions • Evaluating and judging processes

5. Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for ELL Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

6. Guidelines for Ensuring Comprehensible ELL Instruction: aligned to Sunshine State Standards and the District Curriculum.

- Language objectives(s) and intended outcomes should be clearly stated.
- Supplementary materials and meaningful activities should be used as needed.
- Data on ELL students' language proficiency and achievement levels should be used for differentiated instruction.
- Key terms and concepts specifically linked to students' background experiences should be used.
- New vocabulary, key terms, and important concepts should be emphasized to focus students' attention.
- Teacher's speech should be aligned with English Proficiency level of the students (speaking with more non-verbal cues for students with lower proficiency levels, not "talking down to" students with higher proficiency levels).
- Engage students through questioning techniques to ensure comprehension.
- Teacher should model, demonstrate, "thinking aloud".
- Learning strategies (meta-cognitive, cognitive, affective) should be taught.
- Allow sufficient wait time for students to give a complete response and provide feedback.
- Use of activities that show evidence of highly contextualized and challenging instruction with use of support structures or scaffolding such as visual aids or presenting content in "manageable chunks"

7. Marzano's High Yield Strategies for ELL

Identifying Similarities and Differences	45% Gain
<ul style="list-style-type: none">• Mind Mapping• Venn Diagrams• T-charts• Compare and Contrast Organizers• Cause and Effect Organizers• Word Sorts	
Reinforce Effort and Provide Recognition	29% Gain
<ul style="list-style-type: none">• Praise efforts to use English• Hold high expectations• Value home languages and cultures• Honor individual learning styles• Use authentic assessment• Respect silent period• Create stress-free climate	
Homework and Practice	28% Gain
<ul style="list-style-type: none">• Lesson opening with review and preview• Metacognition of strengths and weaknesses• Reflective journals• Sharing goals and objectives with parents	
Cooperative Learning	27% Gain
<ul style="list-style-type: none">• Group Projects• Language Experience Approach• Shared Reading and Writing• Book Pass• Dramatizations	
Nonlinguistic Representations	27% Gain
<ul style="list-style-type: none">• Pictures and Realia• Manipulatives• Concept Maps• Student Drawings• Mnemonic Clues• Visualization• 5 Senses Organizer•	
Questions-Cues-Advanced Organizers	22% Gain
<ul style="list-style-type: none">• Activate Background Knowledge• Frontload Key Vocabulary• Predict, Inference, Conclude• Reciprocal Teaching and Modeling• Think Alouds and Guided Questions• KWL and Anticipation Guides	

8. Guidelines for Adapting Materials, Assessments, Instruction

Guidelines for Adapting Materials for ELL Students

1. Decide what students need to learn from the text.
2. Modify the lesson objectives according to the language levels of the ELL students.
3. Present concrete ideas first, then abstract.
4. Use visual representations, maps, charts, timelines, outlines, etc.
5. Reduce non-essential details.
6. Simplify vocabulary, but keep concepts and technical terms.
7. Check word choice and sentence order.
8. Use a minimum of synonyms in the body of the text.
9. Introduce new vocabulary with clear definitions and repeat those words as frequently as possible with the text passage.
10. Reduce the number of words in a sentence and the number of sentences in a paragraph.
11. Represent the information visually.
12. Use simpler verb tenses, such as the present, simple past, and simple future.
13. Use pronouns judiciously with obvious antecedents.
14. Minimize the use of negatives
15. Preserve the features of the text that convey meaning.
16. Utilize materials in the ELL student's home language when necessary

Assessment Guidelines for ELL Students

1. Ask follow up questions during lesson.
2. Ensure that the grading policy does not adversely affect an ELL student based solely on language proficiency. (Required by law) (See page 92-93)
3. Provide student with bilingual dictionary. (Required by law)
4. Assess knowledge of content, not language proficiency in content classes.
5. Give ELL students additional time to complete test.
6. Allow ELL students to answer fewer questions or written problems as long as they acquire the key concepts.
7. Modify ELL student's test by using word banks, fill-in-the blanks, and multiple-choice formats.
8. Have ELL student surpass his/her own previous record rather than comparing his/her scores with other students.
9. Monitor ELL students' progress continuously with a variety of assessments.

Assessment Modifications for ELL Students

Beginning English Proficiency Level (NES Students, Non-English Speakers):

- Have student point to picture of correct answer
- Have student circle a correct answer (limit choices)
- Instruct student to draw a picture illustrating a concept
- Instruct student to match items
- Have student complete fill-in-the-blank exercises with the word list provided
- Reduce choices on multiple-choice tests
- Give open-book tests (provide page where answer can be found)
- Test student orally or in writing in home language (whenever feasible)

Low Intermediate English Proficiency Level (Low LES Students, Limited English Speakers):

- Read test questions to students
- Provide word banks
- Instruct student to match items
- Have student complete fill-in-the-blank exercises with the word list provided
- Give open-book tests
- Instruct student to define/explain/summarize orally in English or in the home language
- Have student compare and contrast orally and in writing
- Use cloze procedure with outlines, charts, time lines, etc.
- Instruct student to write what he or she has learned in the native language
- Use portfolio assessment

High Intermediate English Proficiency Level (High LES and FES, Fluent English Speaking Students):

- Have student complete fill-in-the-blank exercises
- Have student retell/restate orally and in writing
- Instruct student to define/explain/summarize orally or in writing
- Use cloze procedures with outlines, charts, timelines, etc.
- Have student analyze and explain data orally and in writing
- Use portfolio assessments

9. Guidelines for Teaching the Content Areas to ELL

Teachers who teach content areas to English Language Learners must ensure that these students made academic progress while they are in the process of learning English. ELL students have to meet the same goals and objectives as students who are native English speakers. To support teachers of all subject areas in choosing effective strategies when working with ELL students in their classes, the following suggestions are provided. It is important to note that these strategies should be introduced, extended and expanded throughout all levels according to the students' academic and linguistic abilities.

In general, it is recommended that when working with all ELL students, teachers should:

- increase their knowledge of second language acquisition and development as it relates to teaching students the academic language of the content area they are teaching
- adapt content, teaching techniques, and assessment to students' needs and levels of learning
- encourage students to ask questions to clarify their understanding
- involve parents and community members to build understanding through cultural exchanges
- obtain background information about students' language and culture to ensure better understanding of students
- speak clearly and at a normal pace with normal stress and intonation

When working with ELL students at the beginning level, teachers should:

- start by linking lesson topics to students' prior knowledge; introduce topics through building background, concept, vocabulary, and relevance of application
- provide opportunities for students to learn and respond to the usual classroom directions, for example, "raise your hand" or "put your name in the upper-right-hand corner, and extend those opportunities to commands dealing with content area concepts (Total Physical Response-TPR)
- use repetition and question and answer drills and consistency to monitor comprehension of instructions and gestures (Development of language through content specific drills)

- use visual aids and manipulatives; label classroom items; include auditory activities such as listening devices, listening techniques; kinesthetic (use of body movement); and tactile (use of touch); match words with pictures, items, colors, and symbols that contribute to better comprehension of content lesson(s) (Multisensory Activities)
- use cooperative learning groups where independent students and/or students at more advanced levels of language proficiency can assist beginning students
- provide opportunities for students to hear and practice the content language of content area through the context of hands on and cooperative experiences through small group instruction and interaction (Cooperative Teaching and Learning)
- make importance of topic evident, prioritize topics/concepts, categorize words, concept and ideas, which provide “hooks” for learning
- assign a learning buddy or mentor

When working with ELL students at the intermediate level, teachers should:

- include all strategies outlined for beginning level students
- encourage students to ask questions to clarify their understanding
- use concrete materials, hands-on activities, visuals, and realia to provide multiple access and variety of multisensory approaches to learning
- show students how to use multiple graphic organizers to identify prior knowledge; prepare study guides; restructure knowledge (Concept Development)
- use vocabulary previews; expansion of content-related vocabulary
- provide books, articles, and other resources on content topics and teach students how to use them
- show students how to ask and answer higher-level questions about content through the process of thinking, comparing, elaboration, predicting, synthesizing and evaluation content topics (Questioning Techniques)
- teach and have students use technical vocabulary appropriate to the content of subject matter and have students use technical vocabulary appropriate to the content of subject matter through the use of subject related reading materials
- provide explicit instruction on how to use and/or develop diaries; math/science journals, projects, or picture collages

When working with students at the advanced level, teachers should:

- include all strategies outlined for beginning and intermediate level students
- provide opportunities to learn through hands-on experimental activities
- provide clear examples of finished products when making assignments
- check student comprehension by asking students to explain what they have heard or read and where they have seen words, phrases, or situations especially when dealing with mathematics and science

10. Considerations and Recommendations for Teaching Reading

Greater cognitive demands are made on ELL students who must develop reading skills simultaneously with oral language skills

No assumptions can be made about the background of students. Not only may ELL students be of different language backgrounds, but they may have completely different educational backgrounds as well.

Instructional approaches need to be adapted to meet students’ varied instructional needs.

Elaboration on or activation of prior knowledge about a topic involves identification and understanding of students' cultural background and experiences.

Use of reading strategies with ELL students is especially important. Reading strategies can provide ELL students with valuable tools to make use of prior knowledge, monitor their own learning, and assist their comprehension.

**ELL students literate in their native language many not automatically transfer strategies to English. Literate and pre-literate students need strategy instruction and an interactive approach to reading.

Recommended Strategies for Teaching Reading to ELL Students

Identify and teach essential vocabulary. Teach vocabulary in semantic groupings and word families.

Post key vocabulary words with clear definitions before, during, and after reading.

Encourage students to use bilingual dictionaries when necessary.

Reduce required reading material. Eliminate non-essential text.

Help students determine word meanings by using context clues, cognates, and knowledge transferred from the native language.

Present reading passages with highly contextualized language through visuals, realia, and demonstrations.

Divide reading passages into chunks for predictions, questions, and summaries.

Present reading passages using the three stages: BEFORE, DURING, and AFTER.

Give students opportunities to use diagrams, charts, and graphic organizers.

Ask students to retell/restate orally and in writing.

Provide opportunities for students to listen to taped reading passages.

Utilize students' linguistic resources by pairing students with the same native language, but different levels of proficiency.

List new/difficult words in categories

Check comprehension through:

- story strip
- reading log
- close exercises
- story summary
- dialogue journal
- drama/role play
- writing headlines
- graphic organizers
- story maps
- character maps
- webs
- oral retelling
- experiments
- character diaries

11. Recommended Strategies for Teaching Writing to ELL

Teacher-modeled writing and teacher-modeled responses.

Give students opportunities to use diagrams, charts, and graphic organizers, such as: Thinking Maps, concept mapping, flow charts, KWLH, language ladders, Venn diagrams, and word webbing.

Have students keep a personal vocabulary book or glossary that could also include home language translations or pictures.

Incorporate the use of word walls in your classroom.

Ask students to retell or restate orally or by drawing, as well as in writing.

Use variety of writing: journals (dialogue, response, daily, anticipatory), outlining/webbing, process writing, guided writing, modeled writing, shared writing, poetry, narrative, expository, persuasive, comic strips, and language experience.

Use computer-assisted instruction, such as grammar and spelling support in word-processing whenever possible.

Encourage use of bilingual dictionaries.

12. Recommended Strategies for Teaching Math to ELL

Use translation glossary for math terminology.

- Explain directions clearly and repeat key terms and/or words to look for.
- List steps for completing assignments. Teach concrete first, then abstract.
- Relate math problems and vocabulary to prior knowledge and background. •
- Apply problems to real-life situations.
- Use manipulatives to introduce, develop, and practice concepts.
- Use drawings for word problems.
- Encourage students to think aloud when solving word problems.
- Have students give oral explanations of their thinking.
- Provide extra clues through the use of visuals, diagrams, captions, and labels when explaining information.
- Use cooperative learning and peer tutoring.
- Use multi-sensory experiences.

13. Recommended Strategies for Teaching Science to ELL

Have bilingual dictionary or science glossary available to students.

- Explain directions clearly and repeat key terms and/or words to look for.
- List steps for completing assignments.
- Relate science concepts and vocabulary to prior knowledge and background.
- Teach new vocabulary contextually.

- Relate science experiments and vocabulary to prior knowledge and background.
- Relate science experiments to real-life situations.
- Use manipulatives to introduce, develop, and practice concepts.
- Use drawings for word problems.
- Encourage students to think aloud when solving problems.
- Have students give oral explanations of their thinking.
- Provide extra clues through the use of visuals, diagrams, captions, and labels when explaining information.
- Use cooperative learning and peer tutoring.
- Use multi-sensory experiences.
- Use variety of technology, media, books on tape or CD, video, DVDs with subtitles, drawings, photos, pictures, and streamed audio to support spoken instruction.

14. Recommended Strategies for Teaching Social Studies to ELL

Have bilingual dictionary or social studies glossary available to students.

- Explain directions clearly and repeat key terms and/or words to look for.
- List steps for completing assignments.
- Relate social studies concepts and vocabulary to prior knowledge, background, and cultural/ethnic traditions.
- Teach new vocabulary contextually.
- Use realia and visuals to introduce, develop, and practice concepts.
- Ask students to summarize passages that have been read aloud.
- Have students give oral explanations of their thinking.
- Use visual representations such as diagrams, captions, maps, charts, timelines, outlines, and concept maps and webs when explaining information.
- Use cooperative learning and peer tutoring.
- Use multi-sensory experiences.
- Use variety of technology, media, books on tape or CD, video, DVDs with subtitles, drawings, photos, pictures, and streamed audio to support spoken instruction.

FEATURES OF ACADEMIC LANGUAGE IN THE WIDA STANDARDS (World-Class Instructional Design and Assessment)

© 2015 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA performance definitions – Speaking & Writing Grades K-12 (World-Class Instructional Design and Assessment)

© 2015 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Sample Questions:

1. Which of the following is appropriate listening comprehension content for ELLs who have mastered basic structural forms but who are lacking in vocabulary development?

- A. oral stories with reference to accompanying pictures
- B. vocabulary word lists for memorization
- C. samples of current radio talk show dialogues
- D. scrambled dialogues for students to reorder

2. Using a variety of grouping configurations in a content area class in which some students are ELLs facilitates the language learning of these students because ELLs should

- A. practice listening and speaking to a variety of English speakers.
- B. hear new information more than once in order to remember it.
- C. compare ideas with peers who share the same heritage language.
- D. listen to the intonation and pitch of native English speakers.

3. In a multilevel ESOL classroom, the teacher should

- A. use average test results to guide teaching.
- B. have identical teaching objectives for all students.
- C. tailor activities to individual language needs.

4. Which of the following describes a student-centered classroom environment for diverse learners?

- A. Setting clear goals for students, making sure the students understand the goals, and presenting a sequence of well-organized assignments.
- B. Providing whole-class activities for students to develop communication and decision-making skills.
- C. Giving students clear, concise explanations and illustrations of the subject matter and asking frequent questions to see if the students understand the work.
- D. Offering students frequent opportunities to practice what they have learned through multiple activities.

5. ELLs with limited L1 literacy benefit most from

- A. self-selected study topics.
- B. flash cards for vocabulary.
- C. workbooks for grammar.
- D. lower-level reading materials.

6. In which of the following situations is reteaching necessary?

- A. a beginning-level ELL masters the skill taught by the instructor at a minimal level
- B. a high-intermediate ELL masters the skill taught by the instructor at a minimal level
- C. a beginning-level ELL masters the skill taught by the instructor at grade level
- D. a high-intermediate ELL masters the skill taught by the instructor at grade level

Competency 7

Knowledge of Resources and Technologies

- 1. DIFFERENTIATING INSTRUCTION FOR ELLs
- 2. IDENTIFY SUPPLEMENTAL RESOURCES THAT ADDRESS CULTURAL, ETHNIC, AND LINGUISTIC DIFFERENCES.
- 3. IDENTIFY MAJOR PROFESSIONAL ORGANIZATIONS, PUBLICATIONS AND RESOURCES THAT SUPPORT ELL'S LEARNING. IDENTIFY SUPPLEMENTAL RESOURCES THAT INCREASE COMPREHENSION OF TEXT AND CONTEXT FOR ELL'S.

***SAMPLE QUESTIONS FOR PARTS 1, 2, 3**

- 4. APPROPRIATE INSTRUCTIONAL TECHNOLOGY
 - ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY
 - MAJOR RESEARCH FINDINGS
 - EVALUATION CRITERIA

1. Differentiating Instruction for ELLs

With the recent emphasis on standards-based instruction, there has been much discussion about what constitutes appropriate content, instruction, and assessment for English language learners. As educators have grappled with this issue, it has become clear that educational parity can only be achieved if ELLs have an opportunity to learn the same rigorous academic content as native English speakers. The best way to achieve that goal is through differentiated instruction that takes into account ELLs' English language proficiency, as well as the many other factors that can impact learning (Fairbairn & Jones-Vo, 2010).

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELLs.

Teachers are successful at differentiating instruction for ELLs when they:

Get to know as much as possible about each student — ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student's background, the better prepared s/he is to provide appropriate instruction for that student.

Have high expectations for all students — Content should not be "watered down" for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and "show what they know" in ways that match their language proficiency levels.

Have a variety of research-based instructional strategies at hand — Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.

Use ongoing assessment to guide instruction — Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.

Provide multiple types of assessment — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.

Differentiate homework — If all students have the same homework assignments, some are doing busy work while others are struggling with work that they cannot possibly complete successfully (Tomlinson, 2005).

Collaborate — Instruction is most successful when all of the professionals who work with ELLs work together

Use flexible grouping — Small group instruction is a very effective way of making sure that all students can access important content, and keeping groups flexible allows teachers to match students with different peers for different types of activities.

Make content comprehensible for all students (Echevarria, Vogt, & Short, 2008)

-Providing ELLs with alternative ways of accessing key content (e.g., charts, books written in their first language, simplified text written by the teacher, discussion, etc.) allows them to learn the same material as other students as they continue to develop their English language skills.

2. IDENTIFY SUPPLEMENTAL RESOURCES THAT ADDRESS CULTURAL, ETHNIC, AND LINGUISTIC DIFFERENCES

- Have books in the classroom, videos, artifacts, and guest speakers from other cultures to educate your students and help them accept and appreciate other cultures.
- Use websites that allow access to international materials so that students can have access materials from their culture to tie in to your curriculum.
- Partner with families and communities:

Advocacy is the art of guiding students and parents in winning their educational rights

- a) Be open to alternative forms of parental engagement: offer a wide variety of opportunities for family involvement. Welcome family into the classroom for school events and look for ways to increase families' comfort level by building relationship
- b) Build family involvement by reaching out and determining needs of the families: childcare, transportation, interpreters, flexible meeting times, and dual language resources. Discuss these unique issues with school based administrators on how to meet the needs. Research community based programs that may help meet the need and form partnerships.
- c) Build relationships with family and community by developing trusting and respectful relationships. Bridge cultural gaps by participating in home visits, attending local community events-inspires trust.
- d) Be clear on the rights of ELL students and be proactive to meet those needs and rights.

3. IDENTIFY MAJOR PROFESSIONAL ORGANIZATIONS, PUBLICATIONS AND RESOURCES THAT SUPPORT ELL'S LEARNING. IDENTIFY SUPPLEMENTAL RESOURCES THAT INCREASE COMPREHENSION OF TEXT AND CONTEXT FOR ELL'S.

NCELA – National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

- Funded by U.S. Dept. of Education
- Information on national and state initiatives
- Website: www.ncele.gwu.edu

TESOL – Teachers of English to Speakers of Other Languages, Inc.

- Publishes the Essential Teacher magazine for teachers of all ages Pre-K to adults. Contains articles, interviews, teaching ideas and has online complement called Compleat Links.
- We are in the Sunshine State Region of TESOL
- Website: www.tesol.org

OELA – Office of English Language Acquisition

- Funded by U.S. Dept. of Education
- Information on grants and best practices
- Website: www.ed.gov

NABE – National Association for Bilingual Education

- Publishes Language Learner magazine and Bilingual Research Journal
- Has information on a national conference for Bilingual Education
- Website: www.nabe.org

Sample Questions:

1. What use of supplemental resources is most appropriate in a unit on weather for linguistically and culturally diverse students?

- A. inviting a meteorologist to speak
- B. using various levels of books about weather
- C. comparing the content of international weather Web sites
- D. assigning independent research projects on weather

2. The national professional organization that represents teachers of students who speak another language is

- A. NABE (National Association for Bilingual Education)
- B. FFLA
- C. NATE
- D. TESOL (Teachers of English to Speakers of Other Languages, Inc.)

3. Historically, TESOL received its impetus from the

- A. need to separate language from culture
- B. immigration requirements of the 1940's
- C. socio-linguistic causes of language dominance in the United States
- D. special language needs of non-English speaker

4. Identify the organization whose role it is to promote knowledge and understanding of the rights of ESOL students and their families.

- A. parent leadership council (a committee of parents who are knowledgeable of laws and rights of ESOL students)
- B. LEP committee (a committee of parents, teachers, and/or administrators who review concerns about testing, deficiency, retention, and reclassification of ESOL students for exits from programs)
- C. school advisory council (a committee of parents, teachers, and administrators who make decisions regarding school funding of programs)
- D. school improvement team (a committee of teachers, parents, and administrators who make decisions for how to improve a school's programs)

5. One of Ms. Lopez' students, Lydia, has some difficulties with English and has asked for help. Some appropriate techniques Ms. Lopez might consider using include:

A. Preparing a preview of the lesson in the student's first language

- B. Putting the student in a low-ability group and giving her easy assignments
- C. Using supplementary content materials in the student's first language
- D. Pairing the student with a peer tutor who is fluent in the student's first language.

- A. A, B and C only
- B. A, C, and D only
- C. B, C, and D only
- D. A, B, C, and D

6. To help Lydia in class, Ms. Lopez should use the following technique:

- A. avoid giving Lydia complex material such as magazines or library books
- B. call on Lydia frequently in class to give her opportunities to practice speaking
- C. use only one-syllable words when speaking to her
- D. make sure Lydia is seated where she will be able to see and hear the instruction and use multi-sensory instruction

7. Ms. Lopez may need to be aware of the following factor about second language acquisition in helping Lydia with the curriculum in English:

- A. affective attitudes have a greater impact on a student's learning a second language than on learning a first language
- B. adolescent students can learn a second language more quickly than younger children
- C. Second-language learners often wish to achieve perfect native proficiency
- D. scaffolding is unnecessary because students will pick up the language from other speakers

8. In a multilevel ESOL classroom, the teacher should:

- A. use average test results to guide teaching
- B. have identical teaching objectives for all students
- C. tailor activities to individual language needs
- D. administer the same tests to all students

9. Before beginning a unit on the civil rights movement, a high school sheltered history teacher would like to develop students' background knowledge by showing a documentary film about the subject. Some ELLs in the class have low levels of English proficiency. Which of the following instructional strategies would best promote these students' comprehension of the film's content?

- A. Providing a list of relevant terms for students to define in their heritage language prior to viewing the film
- B. Asking advanced –level ELLs who have the same heritage language to translate for the students while viewing the film
- C. Allowing ELLs to view the film a second time while the rest of the students hold small group discussions
- D. Pausing the film periodically to restate significant points and offer clarification of vocabulary and content

10. An ESOL teacher is selecting texts to use in a multicultural literature unit for intermediate level ELLs. Which question should the teacher consider first when evaluating a potential text for the unit?

- A. Is the cultural content of the text familiar to these students?
- B. Is the text appropriately authentic for these students?
- C. Is the subject matter of the text relevant to these students' lives?
- D. Is the linguistic difficulty of the text appropriate for these students?

4. APPROPRIATE INSTRUCTIONAL TECHNOLOGY

a. Internet Sources:

- The Internet has thousands of public domain works available for students to study. Many of these works are available in several languages and can be used to increase knowledge in content areas without a limited English concern. Search engines such as Google and Yahoo can access these sources.
- Expository texts such as magazines and newspapers and their archives are available on the Internet as well.
- Online discussion boards can be set up by teachers using sources such as Tapped In. This set up enables students to talk about their assignment and to share information with other students in a non-stressful atmosphere.
- Online games and activities can reinforce grammar and spelling skills. Resources include websites such as Brain Pop and school-based sites such as Classworks.
- Web Quest and Cyberguides allow students to create projects using web resources that are easily usable by limited English students.
- Digital story-telling using resources such as iMovie are a good resource for ESL students.
- Blue Web'n is a tool for locating resources to be used by students in the language arts classroom. The customizable searches through the indexed database make it a simple and quick way to find the best sites and tools for increasing students' achievement in the classroom.
- Both ISTE and NCTE offer websites that offer model lesson plans and units that teachers can use to begin using technology more effectively in the classroom.

b. Software:

- Tutorials present new materials
- Drill and practice software is designed to reinforce previously presented content
- Educational games add elements of entertainment and interest to learning content
- Simulation programs allow students to take risks with real-life situations without the consequences

ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY

a. **Synchronous** software has set timed intervals for answer questions. Tests often have timed intervals.

b. **Asynchronous** software has no set intervals for answering questions. This allows more think time. Email is an example of asynchronous activity.

MAJOR RESEARCH FINDINGS

Kerns and Warchauer's research on electronic literacy supported the use of asynchronous activities for ESL learners. They also found that activities were most effective when:

- Students understand the purpose of the activities
- Students found the activities culturally and social relevant
- Activities were learner centered with control lying with the students (asynchronous)
- Activities were based on authentic communication
- Students saw themselves as developing new literacy skills

EVALUATION CRITERIA

Teachers use evaluations of websites in educational publications as one way to evaluate them for classroom use. Many professional websites will also suggest resources to use. Teachers need to be aware of any links from the websites and continue to update their knowledge of the resources.

Magazines and newspapers are reliable sources for information, but may also contain other information not needed for the activity. Teacher directed web quests could be designed to limit student access to Internet sites. Professional resources also evaluate software and the best usage for it.

Sample Questions:

1. An advantage of using asynchronous rather than synchronous software for ELLs is:

- A. availability of immediate feedback
- B. enhanced student interaction
- C. increased think time
- D. increased student interest level

2. Richard Kern's 1995 research indicates that computer mediated communication is effective because

- A. teachers are free to work face to face with students not on computers
- B. synchronous electronic discourse is more efficient in terms of time on task
- C. students prefer learning by computers
- D. students on computers become more independent thinkers

3. During a science class, the teacher uses an overhead projector to display main points of the instruction. This technique will enhance:

- A. visual learning
- B. tactile learning
- C. auditory learning
- D. all of the above

4. An ESOL teacher would like to use audio recorders to provide ELLs with opportunities to practice communicative oral language skills. Which of the following uses of audio recorders would be most appropriate for this purpose?

- A. teacher records content area discussions in general education classes and then creates listening activities based on the audio discussions
- B. students record themselves performing minimal pair exercises and then evaluate their own performance
- C. teacher records pairs of students reading dialogues and then provides students with written feedback on their performance
- D. students record entries in an ongoing audio dialogue journal in which the teacher records responses to each entry

5. In a high school ESOL classroom, the teacher has the students communicate with friends via e-mail as a means of developing English writing skills through authentic application. Identify the type of communication that e-mail represents.

- A. nonverbal communication (using signals instead of speaking)
- B. asynchronous communication (not timed, software/computer usage)
- C. context-embedded communication
- D. synchronous communication (timed software)

6. An ESOL teacher is selecting texts to use in a multicultural literature unit for intermediate-level ELLs.

Which question should the teacher consider first when evaluating a potential text for the unit?

- A. Is the cultural content of the text familiar to these students?
 - B. Is the text appropriately authentic for these students?
 - C. Is the subject matter of the text relevant to these students' lives?
 - D. Is the linguistic difficulty of the text appropriate for these students?
-

Competency 9, 10, and 11

Knowledge of Language Proficiency and Assessment Issues

- 1. FACTORS AFFECTING EVALUATION
 - A. Types of Assessment
 - B. Appropriateness of Assessment for the ELL
- 2. ALTERNATIVE ASSESSMENT
 - A. Portfolios
 - B. Projects
 - C. Teacher Designed Assessments
 - D. Informal Assessment
- 3. CULTURAL AND LINGUISTIC BIAS IN TESTING
- 4. ESOL MODIFICATION
- 5. ASSESSMENT POLICIES AND ACCOMODATIONS
 - A. SOLOM
 - B. LEP Committee
 - C. English Language Proficiency Testing
 - D. IPT
 - E. FSA
- 6. INTERPRETING ASSESSMENT DATA

***SAMPLE QUESTIONS FOR PARTS 1-6**

- 7. IDENTIFY THE SIMILARITIES AND DIFFERENCES BETWEEN SECOND LANGUAGE DEVELOPMENT AND LEARNING DISABILITIES
- 8. IDENTIFY THE SIMILARITIES AND DIFFERENCES BETWEEN SECOND LANGUAGE DEVELOPMENT AND LANGUAGE DISORDERS
- 9. IDENTIFY STRATEGIES FOR EARLY IDENTIFICATION OF POSSIBLE EXCEPTIONALITIES PRIOR TO FORMAL REFERRAL PROCESS
 - a. Gather as much information as possible on a student
 - b. ESOL students may advance slower

10. IDENTIFY THE POLICIES AND PROCEDURES IN REFERRAL PROCESSES FOR ELLs WITH POSSIBLE EXCEPTIONALITIES
 11. IDENTIFY APPROPRIATE ASSESSMENT PROCEDURES FOR ELLs WITH EXCEPTIONALITIES
 12. IDENTIFY APPROPRIATE INSTRUCTIONAL STRATEGIES FOR ELLs WITH EXCEPTIONALITIES
 13. IDENTIFY CHARACTERISTICS OF ELL'S WHO ARE GIFTED AND TALENTED
-

1. . **FACTORS AFFECTING EVALUATION**

A. Types of Assessment

- Assessment: anything done by teachers/administrators to find out what students' know/can do. Example: quiz, test
- Authentic assessment: use of typical classroom activities or real life settings to test student knowledge/skills. Example: drama, interviews
- Checklist/Rating scales: a list used to determine whether certain goals are realized.
- Criterion-referenced tests: tests that measure student performance against specific pre-existing standards/criteria
- Norm-referenced tests: tests that evaluate student performance in relation to other students. Example: percentile rating, test curve
- Performance assessment: students are assessed based on the demonstration of specific skills/competencies.
- Reader response journal: a journal designed to record ideas and responses to reading material.
- Self/peer assessment: students evaluate their own work or work of their peers. A rubric usually guides students.
- Standardized test: the test is administered in the same way each time it is given. Example: machine graded multiple choice test
- Objective: No interpretation. Example: T/F, multiple choice
- Naturalistic: observing student performance in natural setting
- Holistic assessment – assessing as a whole; used for essays

B. Appropriateness of Assessment for the ELL

When grading ELLs, DO:

- Use the same grading system as the other students
- Assign a grade in each subject area
- Document that a variety of alternative assessment methods were used
- Make a translation of the report available to the parents

When grading ELLs, DO NOT:

- Assign a lower grade based on lack of language proficiency
- Use a single type of assessment to determine grade
- Fail an ELL without documentation of ESOL strategies used

2. ALTERNATIVE ASSESSMENT

A. Portfolios

- Showcase portfolio (displaying the student's best work)
- Developmental portfolio (showing improvements)

B. Projects: individual students or group research topics are presented to class

C. Teacher Designed Assessments: use of rubric recommended

D. Informal Assessment:

- Games, dramatizations, drawings
- Debates, oral reports
- Group work, projects, pairing/group work
- Content dictation
- Concept mapping
- Journals

3. CULTURAL AND LINGUISTIC BIAS IN TESTING: Linguistic bias is the use of lexical terms, which are part of the dominant group, thereby favoring the dominant group. In the test, teachers will be asked to identify cultural and linguistic bias in a range of test samples.

The teacher must understand several characteristics of speech which may be used by the ELL during various stages of language development. These are not tricks, but normal processes. Failure to recognize these characteristics may lead to bias in assessment:

- Overgeneralization: Use acquired grammatical rules inappropriately (foots, comed)
- Transfer: the carryover of grammatical forms on one language to another
- Simplification: omitting seemingly unnecessary words
- Fossilization: lack of growth in language development; become stuck at a certain level of learning
- Bilingualism: the ability to speak/understand a language other than one's native language
- Interlanguage: transitional language used by novice en route to mastery
- Caretaker Speech: simplified language used by parents or caretakers of young children

4. ESOL MODIFICATION AND ACCOMODATIONS:

Working closely with the "ESOL Strategies Reference List", teachers will modify selected assessments. This reference list, given to each teacher, provides many strategies for ESOL modification. You must modify instruction and content objectives without diminishing expectations of stated objectives. Modification may vary based on levels of language proficiency. Each level of proficiency may require different types of modification. Multiple levels of proficiency may exist within a classroom.

5. ASSESSMENT POLICIES

A. SOLOM (Student Oral Language Observation Matrix): used to assess the oral language proficiency of ELL over time

B. LEP Committee: students are referred to this committee once there are concerns about testing, deficiency, retention, and reclassification for exits; made up of parents, teachers, and/or administrators. (School level)

C. English Language Proficiency Testing: may consist of

- Language placement (student placed in specific program)
- Language Proficiency test (student tested with pre-determined standard)
- Standardized test (to provide information on student’s language)
- Diagnostic test (to identify student strengths and weaknesses)
- Programmatic assessment (assessment of LEP student in the basics of a subject area)

D. IPT (Individual Proficiency Test): individual tests given to ELL to help w/ placement (e.g. oral, aural, reading and writing tests.) Given within 1st 20 days WIDA (World-Class Instructional Design and Assessment) is used as an exit test in most schools.

E. FSA: All LEPs must be tested. They may be allowed:

- Flexible settings (separate rooms)
- Flexible schedule (all/part of tests in brief periods)
- Limited assistance (heritage dictionary, some teacher help)

6. INTERPRETING ASSESSMENT DATA: In this section of the test, you will be guided into interpreting assessment data. The following is a suggested list of assessments based on level of proficiency:

THE NATURAL APPROACH (Krashen)
(Based on The Stages of Second Language Acquisition)

Level 1 – Pre-Production (Silent Period)

Teacher Interpretation	Student Competencies
-no verbal production -student listens with some comprehension -content learning focused on listening and speaking skills	-points to correct answers in response to teacher prompt -circles correct answer -draws picture -matches items -acts out response (TPR, total physical response: systematic use of commands by teacher prompting physical response by student. Student is never forced to speak but acts out responses)

Level 2 – Early Production

Teacher Interpretation	Student Competencies
-student demonstrates limited levels of oral comprehension -student uses one-word oral responses -learning focuses on listening and speaking -begins to develop reading of single words and phrases	-names answers -matches one-word label to answer -lists answers orally -groups items -responds to yes/no and who/where/when/which questions

Level 3 – Speech Emergence

Teacher Interpretation

Student Competencies

-student shows increased levels of aural comprehension.
-student uses simple sentences
-instruction focuses on social interaction during content instruction: listening, speaking, reading comprehension and limited writing

-recall, retell, define, explain, compare, summarize, report orally
-answer how/why questions orally
-predict events and outcomes (oral and written)

Level 4 – Intermediate Fluency

Teacher Interpretation

Student Competencies

-student produces complex sentences
-student makes complex errors
-instruction supports the four skills (listening, speaking, reading, writing)

-explain in oral and written form
-write essays
-express opinions in oral and written form
-use figurative language
-analyze and explain in oral and written form

Sample Questions:

1. An ELLs performance on a writing assessment is typically influenced by the student's:

- A. oral language proficiency (level of development of speech)
- B. knowledge of L2 morphology (knowledge of how English words change for meaning)
- C. BICS proficiency (Basic Interpersonal Communication Skills; the ELLs ability to master everyday English)
- D. Knowledge of L2 syntax (knowledge of English language sentence structure)

2. What alternative assessments are appropriate for ELLs?

- A. role-playing, collage, demonstration (collage reflects field independent learning)
- B. role-playing, show and tell, retelling (role playing is too demanding on a person with limited language)
- C. essays, show and tell, recitation (essays reflect field independent learning, recitation is a type of structuralism, like drill and practice and is sometimes viewed as inappropriate)
- D. portfolio, illustration, retelling (low affective demand, allows individuality)

3. A teacher who has one intermediate ELL in a 10th grade social studies class is planning a unit test and considering possible modifications for the ELL. Which of the following is the most appropriate modification?

- A. Having a bilingual aide translate the test in advance (an intermediate 10th grader should not need total translation)
- B. Providing pictures and graphics and simplifying the language (appropriate modifications)
- C. Providing a study guide and giving the test orally (assumes field independent learning)
- D. Adapting the test to require only true and false responses (no challenge to this student)

4. When assessing an ELL, a mainstream teacher should:

- A. Accommodate instruction without adapting test
- B. Eliminate phrases and sentences that contain complex grammar
- C. Create alternative formats of the test for ELLs
- D. Provide an English dictionary for ELLs

5. Which of the following is an appropriate accommodation for an ELL taking Florida Writing Examination:

- A. translating the prompt
- B. paraphrasing the prompt
- C. allowing use of a heritage dictionary
- D. allowing use of an English dictionary

6. Which of the following types of assessment is most effective in evaluating the extent to which ELLs make use of specific reading strategies?

- A. criterion-referenced achievement test
- B. self-monitoring checklist
- C. norm-referenced proficiency test
- D. holistic scoring rubric

7. A general education science teacher approaches an ESOL teacher with concerns about an advanced-level ELL. The student is able to participate in class discussions but has performed poorly on the first few science tests. Which recommendation would be most appropriate for the ESOL teacher to make first?

- A. Assess the student's level of prior knowledge about the content of the lessons
- B. Design language lessons that can be incorporated into content instruction to strengthen the student's related academic language skills
- C. Arrange for the student to receive peer tutoring from a native English speaker
- D. Meet with the student's parents/guardians to discuss strategies that they can use to improve their support for the student's at-home learning

8. When conducting an initial assessment of an ELL's English literacy skills, the most important factor to take into consideration is the

- A. Student's level of literacy in the heritage language
- B. Types of fiction and nonfiction books the student likes to read
- C. Educational background of the student's parents/guardians
- D. Student's skills in related areas such as letter formation

ELL and Possible Exceptionalities:

7. Identify the similarities and differences between second language development and learning disabilities.

- a. Both groups struggle and learn new language at their own pace depending on background issues: (same)
 - Proficiency in native language
 - Support for language learning at home and in school
 - Intellectual ability level
 - Previous school experience
 - Ability of instructor to teach language
- b. Children with learning disabilities have other issues that impede their language development: (different)
 - Behavior (socially inappropriate behavior, hyperactivity, disrespectfulness)

- Ability to focus (ADD, lack of discipline and training)
- Learning disability-handicap that interferes with ability to store, process or produce information
- Physical limitations-hearing, speaking, seeing
- *Key is they must have a disability in their native language also

c. Students are not eligible for services if their learning problems are primarily a result of environmental, cultural, or economic disadvantage (**IDEA '97**). There has historically been an over-representation of language minority students in special education.

Read: *Identifying Special Education Needs in ESOL Students: Is it a Language Issue or a Disability?* By Anita Ensmann

8. Identify the similarities and differences between second language development and language disorders.

- Both have difficulty with pronunciation of the second language.
- Those students with language disorders have difficulty in their own language as well as the new one.
- The ELL exhibits an English-language pattern that is highly unusual compared to that of others who speak the same L1. A unique pattern of usage is a common indicator that a student may have different cognitive abilities from his peers, which might signal a need for further investigation. (from The Praxis Study Companion)

9. Identify strategies for early identification of possible exceptionalities prior to any formal referral process.

a. Gather as much information as possible on student

- Conference with parent
- Observations
- Academic experience in native country
- Documentation of interventions done in classroom
- Rule out any language acquisition difficulties apart from special education needs

b. ESOL students may advance through their ESOL studies at a slower rate than their peers due to:

- Prior gaps in their education
- Literacy in their native language
- Time in new country
- Learning style
- Motivation
- Special education needs

10. Identify the policies and procedures in referral processes for ELLs with possible exceptionalities **Exceptional Student Education**

1. This section applies to handicapped and gifted students.

2. The Florida Department of Education shall monitor districts to ensure equal access for LEP students who are also exceptional students and to ensure appropriate exceptional student programming and services pursuant to federal and state law and regulations for these students.

a. Each school district's procedures for identification, assessment, and evaluation shall provide for the use of valid tests and evaluation materials, administered and interpreted by trained personnel, in conformance with instructions provided by the producer of the tests or evaluation materials. For children and students not proficient in the English language, the district's evaluation procedures shall provide for the use of the language or other mode of communication commonly used by the child or student.

b. Data, including but not limited to diagnostic, evaluation, educational, or social data, shall be reviewed when recommending student eligibility for a special exceptional student program.

c. For new exceptional students assigned to a special program, an individual education plan (IEP) must be developed prior to assignment to special education programs and within 30 calendar days following determination of eligibility. IEPs must be reviewed at least annually and the parent must be notified of the meeting.

d. Communication with parents who are not proficient in the English language shall be in the language or other mode of communication commonly used by the parent unless such communication is clearly not feasible.

e. Individual educational plans for eligible LEP students must incorporate specific modifications to accommodate their levels of English proficiency consistent with sections I and II of this agreement.

3. A district's exceptional program shall not be approved where a district is failing to provide eligible LEP students and/or parents appropriate procedures, programming and/or services pursuant to the above described standards.

4. Each district shall report annually to the Florida Department of Education the number of exceptional students served by race, national origin, limited English proficiency and type of exceptional program.

5. Provision of exceptional student education programming and services shall be coordinated with the provision of other instruction, ESOL and/or home language programming as part of a student's LEP student plan.

11. Identify appropriate assessment procedures for ELLs with exceptionalities.

ELLs with exceptionalities are assessed in the same manner as exceptional education students. Alternative assessments are permitted and assessments may be given in native language.

12. Identify appropriate instructional strategies for ELLs with exceptionalities.

ELLs with exceptionalities are instructed in the same manner exceptional students would be instructed.

13. Test Taking Strategies for ELL learners:

Test-wisness is a skill that permits a test-taker to utilize the characteristics and forms of tests and/or test-taking situation to receive a high score. While a part of language test performance is dependent on the knowledge that the learners have about the target language, another part is dependent on their test-wisness, independent of their language knowledge.

- 1) *Strategies used before answering the test* such as:
 - a- Read all questions first to start with the easy one/s.
 - b- Write an outline for each question first.
 - c- Read instructions carefully.
 - d- Budget time (i.e. allocate specific time to each question according to its difficulty or length).
 - e- Form a mental image of the answer.
 - f- Underline key words in the questions.
- 2) *Strategies used during answering the test* such as:
 - a- Answer questions in chronological order.
 - b- Revise each question immediately after answering it.
 - c- Use all available test time.
 - d- Immediately write what comes to mind.
 - e- Answer all questions even the one/s I do not know.
- 3) *Strategies used after answering the test* such as:
 - a- Revise answers to correct spelling and grammatical mistakes.
 - b- Re-read all questions to make sure I understood them correctly.
 - c- Revise both content and language.
 - d- Avoid last minute changes.

In the EFL/ESL literature, Test Taking Strategies are classified differently. They may be classified according to question-type (e.g. strategies used in essay, multiple-choice or cloze questions); according to language skills (e.g. strategies used in reading tests, writing tests, oral tests); according to task type (e.g. strategies used in role-play).

Language use strategies, on the other hand, are strategies for *using* the material. They include four types:

- a- *Retrieval strategies*: used to call up language material from storage.
- b- *Rehearsal strategies*: used for rehearsing target language structures.
- c- *Cover strategies*: are those that learners use to create the impression that they have control over the material when they do not.
- d- *Communication strategies*: which learners use to convey a message that is both meaningful and informative for the listener or the reader.

These language use strategies also constitute, according to Cohen (1998, p. 219), Test Taking Strategies when they are applied to tasks in language tests. All four types are used in test taking, since test takers need to *retrieve* material for use on the test, may need to *rehearse* it before using it (such as in speaking or writing tasks), are likely to use some *cover strategies* in order in order to look good, and may well need to engage in genuine *communication* if the tests call for it.

14. GIFTED ELL STUDENTS:

According to Project GOTCHA, the gifted/talented English Language Learner demonstrates the following characteristics:

School Based

1. Is able to read in their native language two grade levels above their current grade.
2. Shows high ability in mathematics
3. Is advanced in creative domains (fluency, elaboration, originality, and flexibility).
4. Is a leader in multiple settings (playground, home, clubs, etc.).

Language Based

1. Demonstrates language proficiency levels that are above non-gifted students who are also English Language Learners.
2. Learns multiple languages at an accelerated pace.
3. Shows the ability to code switch.
4. Wants to teach others words from their heritage language.
5. Is willing to translate for others.
6. Has superior knowledge of phrases and heritage dialects along with the ability to translate meanings in English.
7. Has a grasp on jokes related to cultural differences.

Culture Based

1. Balances behaviors expected in both the heritage and the new culture.
 2. Is willing to share his/her heritage culture.
 3. Shows pride in his/her culture and ethnic background.
 4. Demonstrates a global sense of community and respect for cultural differences.
-

Sample Questions:

1. Which of the following reflects a language disorder rather than an L2 development stage for ELLs?

- A. Successful decoding but problem with comprehension
- B. Dropping of specific word endings
- C. Frequent mixing of the two languages
- D. Frequent mixing of letters when reading

2. Assessment data from placement, progress, and exit tests for LEP students to determine possible need for additional ESE services can best be interpreted in terms of the relationship to___

- A. Classroom performance and academic/linguistic growth
- B. Academic standards used for native speakers of English
- C. National norms for LEP students
- D. English language standards set by the state

3. The first step a teacher should take for a student with possible exceptionalities is:

- A. Making an appointment with the Principal
- B. Testing student for exceptionalities
- C. Placing student in appropriate ESE program
- D. Contacting parents for a conference

4. State policy in Florida requires that, before referring an ELL for special education, teachers must

- A. Document the implementation of at least two interventions
- B. Re-administer a language proficiency test
- C. Consult with the principal about the student's progress
- D. Remove the student from class for more ESOL instruction

- 5. An 8th grade student has completed a year of ESOL but is not making adequate progress. Which of the following observed behaviors would be most consistent with a learning disability?**
- A. Very rigid interpretation of figurative language
 - B. Frequent code switches (alternate- going back and forth between two languages)
 - C. Extra time required to process information
 - D. Successful decoding but problems with comprehension
- 6. What information would school personnel find most beneficial in determining whether an ELL's difficulty in learning English is caused by a learning disability?**
- A. indications of culture shock, gender, and organization of learning tasks
 - B. evidence of emotional problems, age, and English language proficiency
 - C. indications of low self-esteem, limited perceptual skills and metacognitive deficits
 - D. evidence of poverty, use of verbal and nonverbal clues, and language learning aptitude test scores
- 7. Which of the following must occur before an ELL can be referred for testing for ESE services?**
- A. The student must take a language dominance test
 - B. student's teachers must all sign the referral
 - C. student must have received individual tutoring
 - D. student's parents/guardians must give their permission
- 8. A high school ELL has a learning disability that interferes with her listening comprehension during lectures. Which of the following would be the best instructional strategy for a sheltered content teacher to use to accommodate this student's linguistic and learning needs?**
- A. using short sentences, simple grammatical structures, and simplified vocabulary when delivering lectures
 - B. having the student read the text of the lecture in a quiet area of the classroom while the teacher delivers it to the rest of the class
 - C. providing the student with preferential seating at the front of the classroom during lectures
 - D. incorporating visuals, realia, and examples from the student's experience into lectures

STRATEGIES AND ACCOMODATIONS TRACKING SHEET

ELL Classroom Strategies/Accommodations	Student Name: Grade/Subject:
School:	
Teacher:	Dates:
Instruction:	
I.1 Place student close to front of the room and/or teacher	
I.2 Allow the student ample/additional time to complete the assignment	
I.3 Speak clearly/ simplify vocabulary and grammatical structures to match student's language proficiency	
I.4 Provide background/prior knowledge	
I.5 Identify and teach essential vocabulary before lesson/unit	
I.6 Present new information in small sequential steps	
I.7 Utilize a variety of visual materials which support multi-sensory approach	
I.8 Teach through modeling	
I.9 Utilize maps and charts	
I.10 Provide frequent repetition and review	
I.11 Assign peer tutor/buddy	
I.12 Use hands-on activities	
I.13 Teach how to use the text features: table of contents, headings, subtitles, bold face print, etc.	
I.14 Provide additional support via bilingual/ Itinerant assistant.	

<i>Materials Adaptation:</i>	<i>Dates</i>
M.1 Reduce non-essential details	
M.2 Present concrete ideas first	
M.3 Use visual representations: maps, charts, timelines	
M.4 Provide outlines/cloze passages/word banks	
M.5 Use manipulatives	
M.6 Utilize learning centers as alternative instruction to provide reinforcement	
M.7 Use role play	
<i>Accommodated Assessment</i>	<i>Dates</i>
A.1 Allow students to answer fewer questions as long as they acquire the key concepts	
A.2 Provide word bank	
A.3 Modify test format /Provide alternative assessment	
A.4 Allow usage of home dictionary or online translator.	
A.5 Chunking	
A.6 Provide extended time	
ELL Classroom Strategies/ Accommodations Adapted From Volusia County	

Report Card and Interim Comment

“English language proficiency level was taken into consideration when planning instruction and grading the student.” (You can substitute the child’s actual name for “the student”)

General Classroom Phrases In Spanish English	Spanish
Welcome to school.	Bienvenido a la escuela
What is your name?	¿Cómo te llamas?
Raise your hand if you do not speak English.	Levanta la mano si no hablas ingles.
Please	Por favor
Sit down please.	Siéntese, por favor
Be quiet.	Silencio
Wait your turn.	Espera tu turno
Raise your hand.	Levanta la mano
Do you need to go to the bathroom?	¿Necesitas ir al baño?
You may go to the bathroom.	Puedes ir al baño.
Pay attention.	Pon atención.
Listen to me.	Escúchame
One moment please.	Un momento, por favor.
Show me your pass for being tardy.	Enseñame tu pase por llegar tarde.
Do you have a note for being absent?	¿Tienes una nota por estar ausente?
Go to the board.	Vez a la pizarra.
Do you have your homework?	¿Tienes la tarea?
Show me your work.	Muéstrame tu trabajo.
Work with your partner.	Trabaja con tu compañero.
Can I help you?	¿Puedo ayudarte?
Raise your hand if you need help.	Levanta la mano se necesitas ayuda.
Open your book.	Abre tu libro.
Put your book away.	Guarda tu libro.

Take out pencil and paper.	Saca lapis y papel.
Use crayons.	Usa crayolas.
Use a pencil.	Usa un lapiz.
Use a pen.	Usa una pluma. Usa un boligrafo.
Use markers.	Usa marcadores.
Turn to page ____.	Ve a la página ____.
Do you understand the assignment?	¿Entienes el trabajo asignado?
Work on your assignment.	Haz tu trabajo.
Have you finished the assignment?	¿Terminastes el trabajo?
Watch me demonstrate.	Mira como se hace.
Do you know the answer?	¿Sabes la respuesta?
Very Good!	¡Muy Bien!
Excellent!	¡Excelente!
Good Job!	¡Buen trabajo!

Note to Parents/Nota a los padres

Student/Estudiante: _____ Date/Fecha: _____

Dear Parents/Estimados Padres:

The following is designed to inform you that your child is having difficulty in the following areas:

La presente es para informarles que su hijo/a está mostrando dificultades en las siguientes areas:

- _____ Does not pay attention.
No presta atencion.
- _____ Does not complete homework.
No completa su tarea.
- _____ Talks too much in class.
Habla demasiado en clase.
- _____ Does not complete classwork.
No completa su trabajo en clase.
- _____ Does not pay attention. No presta atención.
- _____ Does not get along with classmates.
No se lleva bien con sus companeros.
- _____ Does not bring materials to class.
No trae materiales a clase.
- _____ Does not bring books to class.
No trae sus libros a clase.
- _____ Has difficulty following school rules. No sigue las reglas escolares.
- _____ Other _____
- _____ Otro _____

Please look over the areas that have been checked off and discuss them with your child. Then sign at the bottom of the line provided and return the note to his/her teacher as soon as possible.

Por favor revise y hable con su hijo/a sobre las areas marcadas. Después firme y devuelva la nota a su maestro/o mas pronto posible.

Comments/Comentarios: _____

Parent Signature
Firma del padre/la madre: _____

Frequently Asked Questions about ESOL

Q: Can ELLs be told that they cannot speak their home language in school or on the school bus or can ELLs be disciplined for using a language other than English?

*A: No national origin minority or limited English proficient student will be subjected to any disciplinary action because of his/her use of language other than English according to the META Consent Decree. **English language learners may not be told that they cannot speak in their home language. Rule 6A-6.0908 specifies the prohibition of disciplinary action based on usage of a language other than English.***

Q: Do ELLs have to wait to be in the ESOL Program for 3 years before going to SST?

*A: English language learners **may be referred to SST at any time.** The “good cause” less than two years timeline is applicable to retentions not to SST. To deny an ELL student access to SST during that time period would be in violation of the META Consent Decree. However, careful consideration needs to be taken not to refer a student to SST solely on the basis of lack of English language proficiency as that would also be in violation of the META Consent Decree. As soon as you have concerns, talk to the ESOL teacher or the ESOL Contact, who know what questions to ask and what factors to consider for English Language Learners who may have exceptional needs. Refer to the “SST-PST Problem Solving Guidelines for English Language Learners” in this manual. If a child is not progressing or being successful in attaining the academic content, **and the teacher is providing ESOL modifications**, the child may have issues not related to language acquisition. The team will help determine if the child needs further interventions.*

When looking at retentions for ELL students, consideration must be given to whether the student can demonstrate the appropriate grade and developmental academic ability in his/her home language. If so, that student should not be retained.

Q: Can ESOL teachers work with non-ELL students?

A: No, they may only work with ELL students at ALL times.

Q: Can ESOL Paraprofessionals work with ELL students during Reading?

A: No, they may only work with ELL students during math, science, social studies, and computer literacy.

Q: Can ESOL paraprofessionals take ELLs outside of the classroom to work with them?

A: No, they may only work with them in the classroom under the supervision of the teacher.

Q: Is the paraprofessional translating for the student enough to meet comprehensible instruction?

A: No, there must be evidence that the classroom teacher is providing comprehensible instruction through the use of ESOL strategies.

Q: Can an ELL student’s behavior be influenced by cultural values?

A: Yes. Student conduct may be influenced by cultural values, which are not satisfactorily understood by school personnel. This behavior may be mistaken for insubordination, insolence or disrespect.

Q: What are some examples of student conduct that may be influenced by cultural values?

A: Failure or refusal of student to make eye contact, which is not permissible in certain cultures.

Student smiles or laughs when reprimanded, which reflects embarrassment or humiliation in particular cultures.

Student, although requested to call the teacher or other adult by his/her name, calls that person "Teacher" or "Mr." of "Lady", the translation of which in the student's home language is the respectful way in which to address the teacher or adults.

Withdrawal or anger towards being touched on the head, which is considered sacred in particular cultures.

Q: What type of dictionaries are allowed to be used during FSA?

A: Bilingual dictionaries (word-to-word, no definitions) with the heritage language and English are appropriate. You may not use picture dictionaries, monolingual dictionaries, or computerized dictionaries. We do not recommend a specific vendor.

Q: Does an ELL student need a certain level of language proficiency to be scheduled for special course offerings like honors, advanced placement, or gifted programs?

A: No. According to Lau v. Nichols (Supreme Court 1974), there is not a threshold of English competency that a student must reach before being given access to curricular and extra curricular offerings for which a student is qualified, regardless of English proficiency. To deny an ELL student access to those types of courses would be in violation of the META Consent Decree and Lau v. Nichols.

Q: What ESOL courses for middle and high school ELL students may be repeated?

A: Developmental Language Arts through ESOL (Think of this course as you would of Intensive Reading.)

Q: What is the LEP Committee?

A: The LEP Committee is a school-based committee that deals with all matters pertaining to LEP students. The ESOL Teacher or ESOL Contact should be the Chairperson. Teachers, parents, guidance counselor, and an administrator or administrative designee should also take part.

Q: Does the classroom content teachers' need to attend the LEP Committee meetings?

A: Yes, teachers, an administrator or designee with invited parent/s and other school personnel as needed (counselor, social worker, etc.) should attend LEP Committee meetings.

Q: What do the ESOL codes mean?

A: Y-current ELL student

P-pending the Reading and Writing test

F-former ELL student within the 2 year monitoring period

W-former ELL student no longer within the 2 year monitoring period

Q: Must an ELL student remain in the ESOL Program for three years?

A: No. An ELL student may exit at any time as long as they meet the exit assessment criteria.

Q: When students exit the ESOL Program, when do they have to be monitored?

A: They must be monitored and the data entered:

- 1st report card after exit
- 2nd report card after exit
- 4th report card after exit
- End of the 2nd year after exit

GLOSSARY OF ESOL TERMS

Acculturation: Process of adapting to a new culture, entailing an understanding of cultural patterns.

Accommodation: The changes persons make in their speech to approximate the speech of those they are talking to. For example-the speech an adult will use with small children.

Acquisition: A process by which children develop their first language through informal, implicit learning. (Frequently contrasted with LEARNING.)

Additive Bilingualism: Adding a second language to one's language repertoire with no loss or deterioration of the first language.

Advance Organizers: A technique used to elicit student's background information or prior knowledge of a new topic being presented. Can also be used for review of material.

Affective Filter: A psychological barrier through which language is filtered. When anxiety is high, less language is understood and/or attended to. Low anxiety lowers the filter and increases attention and comprehension.

Alternative Assessment: Non-traditional ways of assessing students, including long-term assessment techniques based on observation and data collection (e.g., portfolio assessment).

Anadiplosis: pause, then elaborate

Approach: Encompasses a set of beliefs regarding learning and education. Approaches are the most philosophical and theoretical and therefore the least concrete.

Assimilation: Complete absorption of the characteristics and the behaviors of another culture.

Balanced Bilingual: A person who can communicate effectively and equally well in two languages.

(BICS) Basic Interpersonal Communication Skills: Those language skills that comprise cognitively undemanding or everyday aspects of communication, such as social language. Research shows that most second language learners become proficient in BICS in about 2 years.

Biculturalism: The ability to adopt a culture other than one's native culture.

Biliteracy: Literacy that has been developed well in two languages (see definition of Literacy).

Bilingual Education: The use of two languages for the purposes of academic instruction with an organized curriculum that includes, at a minimum: 0 continued primary language (L1) development; 4 English (L2) acquisition; and 0 subject matter instruction through (L1) and (L2). Bilingual education programs assist limited-English-proficient (LEP) students in developing literacy both in English and the primary language to a level where they can succeed in an English-only classroom. Programs may also include native speakers of English.

Borrowing: Languages "borrow" from each other if one language has no word for a new concept or product. For example- English "cake" and Japanese "keiki."

Bridging: a strategy whereby children tie English words to concepts known in their first language.

CD-ROM: Compact Disc - Read Only Memory. Computer memory that contains information that can be read, but no information can be altered or added.

Caretaker Speech: Often referred to as "motherese". Caretaker speech is the simplified language frequently used by parents and caretakers when speaking with a young child. Fluent speakers of a language when addressing non-fluent speakers often use similar speech. In this context, it may be called "foreigner talk."

Choral Reading: Group reading aloud in unison, used as one of the whole language literacy-learning techniques.

Chunking: a strategy of "picking up" and imitating phrases in a second language.

Cognate: Words that have a common origin.

Code Switching: The alternate use of two languages, or switching back and forth. This usually occurs between two bilinguals who speak the same language(s) and involves special social and communicative skills. This differs from the incorporation of the native language into the second language as when a person is trying to communicate beyond his or her level of competence in the second language. Also, it is not interference of the first language as was once believed by linguists.

(CALL): Computer assisted language learning.

(CALLA) Cognitive Academic Language Learning Approach: Used in subject areas with intermediate and advanced students. (Charmot and O'Malley)

(CALP) Cognitive Academic Language Proficiency: Proficiency in the use of language for difficult and abstract topics that have little or no concrete context. Language used in academic settings usually requires this type of proficiency. According to research, it takes 5 - 7 years for a second language learner to develop CALP.

Communicative-Based ESL: A second language instructional approach in which the goals, teaching methods, techniques, and assessments of student progress are all based on instructional objectives defined in terms of ability to communicate messages in the target language. In communicative-based ESL, the focus is on language function and use, not on language form. Examples of communicative-based ESL instructional approaches include Suggestopedia, Natural Language, and Community Language Learning.

Communicative-Competence: The ability to communicate effectively and to vary communication styles appropriately in various contexts. This entails social and pragmatic competence.

Comprehensible Input: Language that is comprehensible to the listener. Input can be made comprehensible when simplified speech is used along with concrete referents. Krashen uses the term $I + 1$ (comprehensible input plus 1) to refer to language that is just slightly above one's level of functioning.

Concrete Referents: Anything that can be seen, heard, felt, or touched by the learner that clarifies comprehension.

Content-Based ESL: ESL taught in combination with academic subject matter in order to teach the kind of language and vocabulary necessary for the academic subjects.

Context Embedded: Language that is supplemented by contextual clues or visual stimuli that assist comprehension. E.g. pictures, gestures, realia, facial expressions.

Context-Reduced: Language that is not supplemented by contextual clues or visual stimuli, e.g., lectures, some types of textbooks, telephone conversations, etc.

Contrastive Analysis: Emphasizes the differences between the student's first language and the target language. The first language was thought of as an interference hindering the successful mastery of the second.

Cooperative Learning: The structuring of learning activities so students work cooperatively in groups. The structures must be designed to foster five basic elements - positive interdependence, individual accountability, face-to-face interaction, collaborative skill development and group processing. Cooperative learning structures for second language learners optimize opportunities for meaningful interactions and language use.

(CRT) Criterion Referenced Tests: Tests that measure an individual's performance against a specific standard or criterion; used to measure actual learning or diagnose instructional needs.

Cultural Adjustment, The Four Stages of: 1: The Honeymoon Stage- The newcomer is fascinated with the new culture and is eager to learn. 2: The Hostility Stage- The new comer is frustrated and angry because of misunderstandings and misinterpretations. 3: The Humor Stage- The newcomer becomes more relaxed and tolerant of his mistakes. 4: The Home Stage- The newcomer is fully assimilated into the culture.

Cultural Bias: Favoring one cultural group through ethnocentric interpretations, actions or references. In assessment, cultural bias occurs when success on a test depends upon understanding specific aspects of the dominant language and culture.

Culturally Diverse: Cultures that differ from the dominant culture of the country of residence or that differ from one another.

Culture: The way of life of a group of people who share a common historical experience as well as attitudes, values, traditions, and a language that identifies them as a specific group.

Culture Shock: Feelings of disorientation often experienced in instances of contact with other cultures.

Deep vs. Surface Culture: Deep culture refers to the non-tangible aspects of culture such as feelings, attitudes, and rules for interaction while surface culture refers to the visible aspects such as food, art, dress, and others.

Developmental Bilingual Program: A program in which students are taught both English and their first language in order to foster continued development of the native language in addition to the learning of English. This is an additive bilingual language program.

Dialect: Forms of a language that differ in systematic ways and are spoken by particular regional or social groups.

Diglossia: When two dialects of the same language exist in the same community and are used in different contexts. Often one is formal and one is casual.

Empowerment: The process of encouraging students, parents, and teachers to believe in their own capabilities and to assist them in turning that belief into action.

(ESL) English as a Second Language: English instruction for the development of listening, speaking, reading, and writing skills for non-English speakers.

Entry/Exit: Standards established to determine when a student should be placed in a bilingual or special language education program and when the same student is ready to leave the program for a regular monolingual English classroom.

Error Analysis: Emphasizes error correction in second language grammar usage, not speaking.

Fossilization: The lack of growth in language development characterized by outdated expressions, poor grammar, and bad syntax. (When language learners become stuck at a certain level of learning. Most often happens to L2 learners.)

(FEP) Fluent-English Proficiency: English proficiency comparable to that of peers of the same grade or age whose primary language is English.

Generalization: errors which are extensions of a general rule to items not covered by the rule (I comed hom; I goed to the store)

Graphemes: Letters that represent sounds.

Grapho-phonics: The relation between oral sounds and written letters.

Hawthorne Effects: Effects inadvertently produced on outcomes of a research study simply through subjects' perceptions that the experimental conditions mean they are receiving increased attention.

Holistic Approaches: Instructional approaches that focus on an integrative whole rather than division of a task into discrete sub-skills. In language, this means a focus on speaking, listening, reading and writing in an integrative mode.

Home Language Survey: A document used to identify the language(s) spoken at home by each student. If the survey reveals that a student speaks a language other than English at home, language assessments must be conducted to determine the student's proficiency in English. School districts need to know the home language in order to complete the state language census and as the first step in identifying LEP students.

Homograph: A word with the same spelling as another but with a different meaning and origin. (bow and bow.)

Homonym: A word with the same pronunciation as another but with a different meaning, origin, and usually spelling. (bore, boar)

Homophone: (same as homonym) A word with the same pronunciation as another but with a different meaning.

HyperCard: A computer graphics program that allows the use of graphic images and interactive video displays. It promotes language use among students by giving them opportunities to manipulate images from a database and comment orally or in writing. It provides access to concrete references by using the technological capability of random access to databases of images.

Immersion: Students in content area classes are taught in L2 but all of the students are at similar levels of proficiency in L2. The second language is the medium for all instruction in a supportive environment.

Individual Proficiency Testing: Individual tests given to ELL to help with placement. They may include oral, aural, reading and writing tests.

Informal Assessment: The use of non-standardized assessment instruments or techniques such as analysis of work samples, observation, special projects, etc.

Input Hypothesis: Comprehensible input is needed to understand the message presented. (Visuals, actions, slowly speaking, wait-time, etc.) Krashen stressed the nature of the input as important.

Integrated Learning Approach to Literacy: Learning literacy through a combination of strategies designed to utilize the four language skills concurrently (i.e., listening, speaking, reading and writing). The Whole Language approach is an integrated learning approach.

Interactive Writing: Responsive communications between two or more individuals in written form, such as letters, dialogue journals, or other. This technique allows the modeling of written language through meaningful communication.

Interlanguage: The nature of the linguistic output of a non-native speaker who has yet to achieve native-like fluency. A transitional language used by a novice en route to mastery.

Kinesics & Non Verbal Communication: Body language used as a form of communication.

L1: First or native language.

L2: Second or non-native language.

Language Dominance: The language in which a bilingual person is the most fluent. Dominance in one language over another can vary depending on the situation or context. It is not unusual to have one language dominant for certain situations and the other language dominant for others.

(LEA) Language Experience Approach: Student-generated stories about real life experiences. The experiences may be structured by the teacher (e.g., field trips, science demonstrations, other) and the stories may be dictated or written by the students either as a group experience, or individually and then shared with the class.

Language Functions: The use of language to accomplish particular communication goals. These include asking for permission, giving advice, making suggestions, flattering, boasting, punishing, warning, begging for forgiveness, convincing etc.

Language Influence: The influence of the first language on performance in a second language. Research has shown this to be a natural part of second language skill development.

Language Maintenance: The preservation of a native language when a second language is learned as opposed to displacement of the native language by the second language.

Language Minority Populations: Groups of people whose language background differs from that of the majority population.

Language Minority Student: A student whose language background differs from that of the majority population. A language minority student is not necessarily a limited-English-proficient student.

Language Modeling: Technique used by teachers when they repeat a student's language using corrected language forms. This is done in a natural way without specifically pointing out errors. (Also refers to non-language tasks when the teacher demonstrates these as instructions to students.)

Language Proficiency: An individual's level of accuracy and fluency of communication in a specific language as measured by his/her performance.

Language Transfer: individuals tend to transfer the forms and meanings of their native language to the second language. Where two languages are similar, positive transfer occurs; where languages are different, negative transfer occurs.

Lau v. Nichols (414 U.S. 563,566): The U.S. Supreme Court decision of 1974 in which it was determined that merely providing students who do not understand English with the same facilities, textbooks, teachers, and curriculum is not providing equal treatment since these students are effectively foreclosed from comprehensible curriculum and meaningful education. Consequently, it was found that the San Francisco Unified School District had violated Title VI of the Civil Rights Act by not providing programs adequate to meet the needs of non-English-dominant students.

Learning a language: Conscious learning of the rules of a language and monitoring one's own performance in accord with these rules. (Frequently contrasted with Acquisition.)

LEP Committee: Students are referred to this committee once there are concerns about testing, deficiency, retention, or reclassification for exits. It is made up of parents, teachers, and/or administrators.

(LEP) Limited-English-Proficient Parents: Parents whose children have been identified as limited-English proficient and/or who are also limited in their proficiency in English.

(LEP) Limited-English-Proficient Student: A student whose primary language is other than English and who does not comprehend, speak, read, or write at a level necessary to receive instruction only in English with native English-speaking peers.

Linguistic Bias: The use of lexical items which are part of the language of the dominant group but which may not be understood by others, thereby favoring the dominant group.

Literacy: The ability to derive meaning and to communicate effectively through print. Kinds of literacy that have been described include:

Functional Literacy: Ability to read and write well enough to function in society, e.g. fill out forms.

Cultural Literacy: Literacy based on a foundation of shared knowledge and experience within a culture.

Critical Literacy: Ability to assess the ideology of individual texts. This is the highest level of literacy. Literacy, categories of:

Pre-Literate: Individuals who have not learned to read and write in any language.

Literate: Individuals who can read and write in their native language at the fourth grade level or higher.

Post literate: Individuals who can read and write in their native language at a post-high-school level, and have a broad knowledge of subject matter and content.

Non-alphabetic: Individuals who are literate in a language that does not use an alphabet with letter to sound correspondence, such as Chinese or Japanese.

(LEA) Local Educational Agency: A board of education or some legal authority having administrative control over public education in a county or school district. (Note that the acronym is the same for Language Experience Approach.)

Mainstream: In the field of bilingual education, this term refers to the monolingual English curriculum or classroom.

Maintenance Bilingual Program: A program that maintains native language skills while teaching English. This promotes additive bilingualism.

Metathesis: A change that alters the order of the phonemes. (ask, aks)

Method: A set of specific tasks or techniques based on theories and principles of a particular approach.

Monitor Hypothesis: The hypothesis that language learners (as opposed to acquirers) constantly monitor their language output in accord with the rules of the language as they have learned them. Such monitoring is hypothesized to reduce fluency due to the time and thought involved in such monitoring.

Monolingual: A person who has the ability to communicate in only one language.

Morpheme: Smallest unit of meaning- may be a single word (ex. home, dog, cake) called free morphemes because they stand-alone. Bound Morphemes: -ing, -ed, pre-, un-. Derivational Morphemes: change grammatical category, ex. wash, washable. Inflectional Morphemes: do not change grammatical category, ex. fast, faster, fastest.

Multicultural education: The infusion of varying cultural viewpoints, ideas, and perspectives into the curriculum and learning environment. It is designed to enhance and develop appreciation for the contributions of all ethnic groups to humankind's accumulated knowledge, ideas, skills and philosophy.

Native Language/Primary Language: The first language acquired by a person.

(NA) Natural Approach: A topic centered language program designed to develop basic communication skills in accord with the way children naturally acquire language. It follows the developmental stages of pre-production, early production, speech emergence, and intermediate fluency.

Natural Communication Task: A task that focuses the student's attention on the idea or opinion being expressed rather than the language forms used. A natural communication task may or may not be structured.

Natural Order Hypothesis: A hypothesis that students acquire (not learn) grammatical structures in a predictable order.

Negation: ESL learners commonly place the negative article 'no' before the phrase to be negated, such as "I not cry" or "John not here"

(NRT) Norm Referenced Tests: Tests that measure an individual's performance by comparing it to the performance of a pre-selected and pre-tested sample of individuals (i.e., a norm group).

Orthographic system: Spelling

Output: Theory that comprehensible output is necessary for language acquisition. (Swain)

Overgeneralization: The tendency of a first or second language learner to extend the use of acquired grammatical rules inappropriately, such as adding -ed to irregular verbs to form the past tense. This demonstrates that the learner is actively figuring out the rules of the new language.

Parent Leadership Council: Promotes knowledge and understanding of the rights of ESOL students and their families. It participates in all decision-making processes that impact LEP instructions and issues.

Phoneme: Sound represented by a letter

Phonogram: Phonetic element

Phonetics: The study of a language's sound system including sound-letter correspondence, intonation, stress, and rhythm.

Portfolio: A collection of information, work samples and products of or about an individual student. It is designed to reflect the student's progress and mastery of concepts or skills. An assessment portfolio must be carefully planned to meet the assessment criteria and goals.

(PEP) Potentially English Proficient: An alternative term for LEP (limited English-proficient). Although LEP is the term used in all legislation referring to such students, many educators object to its focus on limitations. Hence, efforts to develop new terms have resulted in more positive terms such as PEP.

Primary Language: The language first acquired by a student, In the Home Language Survey, this is defined as the language the student first learned, the language used by the student most frequently at home, the language spoken most frequently by the parents with the student, or the language most often spoken by the adults at home. (R-30 Language Census).

Process Writing: A method of teaching writing that focuses on the communicative processes involved in producing a written product rather than form (e.g., may include invented spellings, symbolic writing or other). Student's writing products are developed over time through interactions with both teachers and peers. Six distinct stages result in a final product: pre-writing, drafting, responding, revising, editing, and publishing.

Proxemics: Study of space as it is used in and affects communication. Differences between usual speaking distances maintained in different cultures falls within the realm of proxemics.

Psycholinguistics: An interdisciplinary field of study that focuses on how individuals acquire and use language. It includes information from many branches of psychology, sociology and linguistics.

Realia: Concrete objects from the everyday world that are used during instruction in order to make language comprehensible.

Register: Speech that is socially appropriate for a given situation. Different registers are used for different types of situations. For example, a register used at an informal party with friends differs from that used in a formal job interview.

Reliability: In assessment, refers to the extent to which a test shows consistency in its measurements, i.e., whether there is variation in scores over repeated testing.

Role Playing: Dramatization of real-life situations in which students assume roles.

Schema Theory: The idea that meaning is derived from the interaction between the reader's stored conceptualizations of prior knowledge and experience (schema), and the author's text. This theory proposes that meaning is not inherent in text. **Second Language Acquisition/ Learning:** The development of second language proficiency through either structured instruction or interaction with native speakers of that language.

Second Language Acquisition Theory: Consists of a set of related hypotheses to account for observed phenomena in second language acquisition. Those are: the acquisition vs. learning hypothesis, the monitor hypothesis, the (comprehensible) input hypothesis, the affective filter hypothesis and the natural order hypothesis.

Semantic Mapping: An integrated language teaching strategy that includes a variety of ways to make visual displays of information within categories related to a central topic. This strategy helps elicit students' previous knowledge and adds new information while demonstrating a relationship between concepts and terms that are being learned. Can be used as advance organizers or for lesson review.

Semantics: The study of word meanings.

Sheltered Academic Instruction: A mode of teaching regular content area courses (in English) in ways that are designed to make them comprehensible to students who are learning English as a second language. Techniques include simplified speech, contextualization, task-function orientation, and interactional activities.

Silent Period: A period of time during which students are adjusting to a new language and may refrain from attempts to produce the language. They are developing listening comprehension skills and sorting out such things as the sound system, vocabulary, and other. Not all students go through a silent period, but those who do should be allowed such a period and not be forced to produce oral language until they begin to feel comfortable with their initial attempts. The length of this period varies with the individual.

Skills-Based Approach: Language is taught as a series of discrete sub-skills, which can be assembled into a whole once they are learned.

Sociolinguistics: The study of how language is used by different societal groups and across various social situations. This includes the study of linguistic variation, linguistic change, and sociocultural factors that influence language use. Specially designed English: English designed to make content comprehensible for English learning students. See Sheltered Academic Instruction.

Stages of Cultural Adjustment: The process of readjustment an individual must go through when entering a new culture for any length of time. This process is characterized by several stages. Student Oral Language Observation Matrix /SOLOM): An instrument used to assess oral language proficiency over time.

Structuralism: Proposed by Bloomfield. It is an effort to translate linguistic theory into appropriate classroom methods. It aims at mastery in phonology (sounds), semantics (meaning), and lexicon (words). It suggests the best way to learn a language is through patterned drills, dialogues, mimicry, and other audio-lingual methods.

Submersion: The practice of placing LEP students into monolingual English classrooms with no special support or assistance (sink or swim).

Subtractive Bilingualism: Loss or limited development of one's first language when learning a second language. The result limits a speaker's language repertoire when compared to additive bilingualism, which enriches that repertoire through the development of two languages.

Syneresis: contraction of two syllables (jewel become jool)

Syntax: The study of sentence structures and word-order patterns.

Target Language: The second language being acquired or learned. In ESL instruction, this is English.

Technique: A task or activity that can be directly carried out in the classroom. A technique can be found in more than one given method.

Test Bias: When variables such as gender, ethnicity, culture or other influence the results of a test by favoring one group over another, and render it invalid for the testing purpose.

Thematic Approach: Academic content from a variety of disciplines is integrated around a central theme or topic.

Title VII Bilingual Education Programs: Programs supported by federal funds under Title VII for LEP students through school program grants, support service grants, and training grants.

Tmesis: insertion of words between parts between parts of a compound word (where I go ever)

(TPR) Total Physical Response: A language teaching technique based on the use of multiple modalities, especially physical activity. Physical activity is used to enhance retention of the target language.

Transference: (Transfer) The expression of concepts and use of skills learned during first language acquisition in the second language once the appropriate language labels have been acquired. More simply, the carryover of grammatical forms of one language to another.

Transitional Bilingual Program: A program that provides content area instruction in a student's first language while simultaneously offering ESL instruction. The instruction of content material gradually shifts to the

complete use of the second language as the student's proficiency increases.

Transmission Instruction: Teaching approach where the teacher is assumed to be the "knower" who is responsible for transmitting knowledge to the learner, usually through lectures and demonstrations.

Validity: The extent to which a test measures what it is intended to measure.

Zone of Proximal Development: It is the distance between the actual developmental level as determined by independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky)

ACRONYMS

BEMSC: Bilingual Education Multifunctional Support Center (established in past legislation but now extinct; current legislation provides for MRCs).

BESC: Bilingual Education Service Center (established in former legislation but now extinct; current legislation provides for MRCs)

CAL: Center for Applied Linguistics

CELLA: Comprehensive English Language Learners Assessment

CLEAR: Center for Language Education and Research (no longer funded).

DBE: Developmental Bilingual Education Program

EAC: Evaluation Assistance Center (funded under Title VII)

EFL: English as a Foreign Language

ESAA: Emergency School Assistance Act

ESEA: Elementary and Secondary Education Act

ESL: English as a Second Language

FEP: Fluent-English-Proficient

FLEP: Former-Limited-English-Proficient

IHE: Institution of Higher Education

LEA: Local Education Agency

LEP: Limited-English-Proficient

LES: Limited-English-Speaking

LESA: Limited-English-Speaking Ability

META (agreement): 1990, Multicultural Education Training Advocacy

MRC: Multifunctional Resource Center (funded by Title VII)

NABE: National Association for Bilingual Education

NACCBE: National Advisory and Coordinating Council on Bilingual Education (formerly **ACBE** - National Advisory Council on Bilingual Education)

NCBE: National Clearinghouse for Bilingual Education (funded by Title VII)

NELB: Non-English-Language Background

NEP: Non-English-Proficient

NES: Non-English Speaking

NODAC: National Origin Desegregation Assistance Center (formerly LAU Centers)

OBEMLA: Office of Bilingual Education and Minority Languages Affairs

PAC: Parent Advisory Council or Committee

PEP: Potentially English Proficient

SAIP: Special Alternative Instructional Program

SEA: State Education Agency

TBE: Transitional Bilingual Education Program

TESOL: Teachers of English to Speakers of Other Languages (National professional association)

WIDA World Class Instructional Design and Assessment

ESOL Test Prep Answers

Sample Questions (bottom Pg 9.)

1. B
2. D
3. A
4. B
5. B
6. D
7. B
8. C
9. A

Pg. 14

Write (1) (2) or (3) on the following lines:

pair / pear __2__ produce / produce __3__ their / there __2__ left / left __1__ weight / wait __2__ conduct /
conduct __3__ close / close __3__ bow / bow __3__ tear / tear __3__ fair / fare __2__ dove / dove __3__
wind / wind __3__ bark / bark __1__

Pg. 18

1. B
2. C
3. C
4. C
5. C
6. D
7. A
8. B
9. D

Pg. 29

- | | | | | |
|------|------|-------|-------|-------|
| 1. A | 5. B | 9. D | 13. B | 17. D |
| 2. C | 6. C | 10. B | 14. B | 18. D |
| 3. C | 7. A | 11. B | 15. B | 19. D |
| 4. A | 8. D | 12. A | 16. B | |

ESOL Test Prep Answers

Pg. 41

1. D
2. D
3. B
4. A
5. A
6. B
7. B
8. C
9. B
10. B
11. A
12. A

Pg. 49

- | | |
|-------|-------|
| 1. D | 16. A |
| 2. B | 17. C |
| 3. B | 18. A |
| 4. B | |
| 5. B | |
| 6. A | |
| 7. A | |
| 8. B | |
| 9. A | |
| 10. B | |
| 11. A | |
| 12. C | |
| 13. A | |
| 14. A | |
| 15. A | |

ESOL Test Prep Answers

Pg. 57

1. C
2. C
3. B
4. A
5. A
6. C
7. D

Pg. 73

1. A
2. A
3. C
4. D
5. A
6. B

Pg. 77

1. C
2. D
3. D
4. A
5. B
6. D
7. A
8. C
9. D
10. D

Pg. 80

- | | |
|------|------|
| 1. C | 4. D |
| 2. B | 5. B |
| 3. A | 6. D |

ESOL Test Prep Answers

Pg. 85

1. D

2. D

3. B

4. C

5. C

6. B

7. B

8. A

Pg. 90

1. D

2. A

3. D

4. A

5. A

6. C

7. D

8. D