THIRD PRESENTATION

English Language LEARNERS

A presentation offered by the students in the class:

EDU 383/583 Teaching English Language Learners across the Curriculum

May 5, 2015
Hewitt 212
5:15pm-7pm

Strategies to help English Language Learners be successful in your classroom

and

Information to help you pass the EAS (Educating All Students) test

Stories from English Language Learners:

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EAS TEST....

Topics:	Presenters:
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Performance Indicator B:	Lissette De Los Santos
Performance Indicator C:	Jamie Gibbons
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FIELD 201: EDUCATING ALL STUDENTS (EAS) TEST FRAMEWORK

COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

Performance Expectations

The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.

Performance Indicators

a. identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students' English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)

b. demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners

c. applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners

d. demonstrates knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials

e. demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English

f. applies knowledge of research-based instructional strategies (e.g., providing scaffolding, using authentic tasks) for promoting literacy for English Language Learners at all stages of literacy development

g. applies knowledge of strategies for supporting English Language Learners' development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning

h. applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas

i. identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language Learners and to promote their English language skills and academic progress

Who are English Language Learners?

State Regulations CR 154 September 2014
THE NY STATE EDUCATION DEPARTMENT ALBANY, NY:

Over the past 10 years, New York State ELL student enrollment has increased by 20%. According to the U.S. Department of Education, ELL student enrollment has increased by 18% nationally. Currently in New York State, over 230,000 ELLs make up 8.9% of the total public student population. Students in New York State speak over 140 languages, with 61.5% of ELL students having Spanish as their home language. In addition, 41.2% of ELL students were born outside of the United States. (p. 2).

Learning a second language

Learning a second language is not the same as acquiring your first. Teachers should understand the stages of Second Language Acquisition/Learning

Students learning a second language move through five predictable stages: **Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency** (Krashen & Terrell, 1983).

How quickly students progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country.

> It is important that you tie instruction for each student to his or her particular
> stage of language acquisition. Knowing this information about each student allows
> you to work within his or her zone of proximal development—that gap between
> what students can do on their own and what they can with the help of more knowledgeable
> individuals (Vygotsky, 1978).   (Hill & Björk, 2008).

The new State Regulations (CR 154) cite these stages for placement/instructional purposes:

> Beginner/Entering
> Low Intermediate/Emerging
> Intermediate/Transitioning
> Advanced/Expanding
> Proficient/Commanding (exited as fluent, but supported for two years)

English Language Learners (ELLs) usually develop **BICS** first (Basic Interpersonal Communication Skills), through social interaction with their peers, exposure to the media etc. It takes longer to develop **CALP** (Cognitive Academic Language Proficiency) as they develop reading and writing skills. It can take 2-3 years to develop social language and 5-7 years to develop academic language.

What affects English Language acquisition and development?

Some students come with a good education in their first language, and have prior knowledge that should be drawn on by teachers.

For some students English may be their third or fourth language. If students are literate in their first language, they more easily transfer those skills to a second language (a rationale for bilingual programs where students continue to develop their first language along with English).

Some students, due to social disruption, have received little schooling or interrupted schooling (SIFE – Students with Interrupted Formal Education), so will need more support in building prior knowledge needed in content classes.

Most ELL students will not have the same cultural knowledge expected of monolingual English speaking students: knowledge of American history, experience with European fairy tales, nursery rhymes, English literature, western science concepts, western methods of computation. But they have similar knowledge and skills from their culture(s) which should be recognized and drawn on to build new learning.

> *"Whether her students are six years old or twenty-six, whether they speak English as the native language or are learning English as an additional language, a teacher is responsible to help all students develop their language abilities... And teachers constantly teach their students through language" (Freeman & Freeman, 2004, p. xii).*

Remember!
English Language Learners will be more successful

- If they have teachers who value the language and experiences the students bring to the class, and don't see the students as having a deficit
- If they have content teachers who use sheltered instruction strategies and approaches to make the content comprehensible.

Three important principles based in the research (on ELLs)
1. Generally effective practices are likely to be effective with ELs.
2. ELs require additional instructional supports.
3. The home language can be used to promote academic development.
(Goldenberg, 2013, p. 5).

Three components of effective instruction for EALs
1. Scaffolding meaning
2. Activating and building students' background knowledge
3. Extending students' knowledge of academic language through explicit instruction
(Dr. Cummins, TESOL Conference 2015)

Performance Indicator B: **Demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners**

English language learners acquire the English language in many different ways. One of the ways that English Language Learners acquire language is through bilingual programs. Bilingual programs have been around for many years and it has been key in providing the opportunity of an education for English Language Learners. Learning English is a process that takes time and bilingual programs help set the path for English learners by providing the tools needed for a successful acquisition of the language. The goals of the bilingual education programs are to always include acquisition of the second language, development of the first language, and subject matter education (Krashen). Teachers need to continue understanding bilingual programs in order to assess what will work best for their students. There are many bilingual education programs that work for certain students but not for all. As an educator, knowing the different strategies used in different bilingual programs can be deemed helpful when providing English language education.

One important thing to think of when thinking about bilingual education is comprehensible input. Comprehensible input is critical to an English Language Learner's English development. Comprehensible input means that students comprehend the concepts that are being taught to them in the manner that it is being presented to them. The way that comprehensible input works is if the concept being taught is meaningful, has a purpose, is relatable to the students' lives and presented in a manner where the students can understand the language.

Comprehensible input could be exercised through:
- use of vocabulary
- use of context of visual cues
- providing relevant background knowledge and content
- providing examples in instruction that come from the experience of the students
- the use of consistent language
- focusing on making sure the students acquire the content and not focusing solely on the language use

Models of Bilingual Education

There are 2 models that are used in bilingual education the Dual Language Program Model and the Transition Program Model. These models are different approaches on how to go about the English Language Learners bilingual education. The following table shows the two different models.

Dual Language Program Model	Transitional Program Model
This model is designed to help students who do not speak English or have limited English proficiency become fully bilingual. The intention of this model is to make sure that the student could maintain their first language. The goal is to achieve: • full bilingualism • biliteracy • cross cultural competence • equal academic proficiency in both languages • academic proficiency in mainstream classrooms	This model is designed to help the students advance academically first. The students are given instruction in their native language for courses such as math, science, and social studies while given ESL instruction. Instruction in English will happen gradually and the student will transition into a monolingual setting completely. The goal is to achieve: • monolingualism gradually • strength in core content areas • academic proficiency in English • academic proficiency in mainstream monolingual classrooms

Alternatives to Bilingual Education:

1. Submersion - also known as "sink or swim"
Students are placed in a classroom with all English speakers with instruction given in English. Students are placed in a monolingual setting and are expected to do the same work that the other native speakers are doing. This model is named "sink or swim" because the English Language Learner is expected to simply figure out how to learn the information given to them. Some teachers work with the students using some ESL strategies in order for the students to comprehend the information but that is the most support the students receive.

2. Submersion + ESL
In this type of bilingual program students who are not proficient in the English language are given an ESL course for a certain amount of time during the day in addition to their other classes in which they are with Native speakers. Some states regulate the amount of time that students will have based on the students proficiency. Students receive the support and skills they need for English in their ESL class but the rest of the day they are receiving mainstream instruction.

3. Immersion
These students receive the majority of their instruction in the second language. Students in this program are separated from the rest of the students and they are not receiving instruction in their first language.

Note: In NY State ELLs have integrated ENL (content + ESL) and Stand-Alone ESL. The rest of the day they are in monolingual classrooms where the teachers are expected to use Sheltered Instruction strategies.

Translanguaging

"Since you teach the curriculum in English, your language objectives will be in English. However, you can help your EBLs better understand and use the English language they're developing by making connections between English and their home languages...For example, you can help EBLs translate English vocabulary to their home languages, identify cognates, and compare vocabulary use between the two languages...With grammar, you can help EBLs compare and contrast English sentence, paragraph, and text structures with their home language." (Translanguaging: A CUNY-NYSIEB Guide for Educators)

Language as a Right

- From UNESCO the Universal Declaration of Linguistic Rights:
  Articles 23-30: Education

Article 26

- All language communities are entitled to an education which will enable their members to acquire a full command of their own language, including the different abilities relating to all the usual spheres of use, as well as the most extensive possible command of any other language they may wish to know.

Primary Language as an Asset

- "The embedded nature of language and culture implies that children's home languages are not merely a means of communicating; they are linked with their linguistic resources, their socialization to various literacies, and their membership in particular communities" (Hertzog).
- Helps children feel comfortable in their new, unfamiliar classroom setting.
- Incorporates culture and diversity into the classroom that can be useful to all students' education.

The Fourteenth Amendment to the U.S. Constitution

This amendment established the constitutional basis for the educational rights of language minority students. This guaranteed that no state can make or enforce any law abridging the privileges or immunities of citizens; nor deprive any person of life, liberty, or property without due process of law; nor deny equal protection of the laws.

https://www.law.cornell.edu/constitution/amendmentxiv

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."

http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/policy

Important Court Cases

- *Brown v Board of Education (1954)*

Overruled the decision in Plessy v Ferguson of 1896 that has permitted "separate but equal" education for Negro children. This decision declared the separation of Negro and White students to be unconstitutional and ordered desegregation of schools. Established the principle of equal educational opportunity for all students.

http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx

- *Lau v Nichols (1974)*

Brought into courts by Chinese-American students in the San Francisco Unified School District. In total, 2,800 students did not speak English, and 1,800 did not receive supplemental classes. The District believed that they had done nothing wrong, seeing as their Chinese-American students were being treated as equals to their English-speaking students counterparts. The courts ruled against the District, stating that these students were not provided equal educational opportunities, and not being granted their Fourteenth Amendment rights.

http://www-tc.pbs.org/beyondbrown/brownpdfs/launichols.pdf

- *Castaneda v Pickard (1981)*

The Raymondville Independent School District was charged with failing to address the needs of their ELL student population. After examination by the courts, the district was found to not follow the requirements set by the Equal Educational Opportunity Act. Schools now required to meet three standards in their implemented programs to be considered providing students with equal education.

http://www.colorincolorado.org/article/49704/

- *Plyler v Doe (1981)*

Originated in Texas. The Supreme Court ruled that public schools needed to provide equal education to immigrant students. The court stated that undocumented children had the same right to an education as U.S. citizens, based upon the Fourteenth Amendment.

https://www.law.cornell.edu/supremecourt/text/457/202

Laws

- ***C.R. Part 117***: "The purpose of this Part is to establish standards for the screening of every new entrant to the schools to determine which [pupils] students are possibly gifted, have or are suspected of having a [possible handicapping condition] disability…" This includes students that may be possibly limited English Proficient. More information is available at:
http://www.p12.nysed.gov/biling/bilinged/documents/Part117-10-31-2008.pdf

- ***C.R. Part 154:*** This Part establishes educational standards for the limited English proficient students. It states that all districts and schools must provide ELL students with equal opportunities in school programs and services, in alignment to their age and grade level. Districts and schools must provide the proper education for students to receive their highest level of education. More information is available at: http://www.p12.nysed.gov/biling/bilinged/CRPart154.html

- ***Equal Educational Opportunities Act (1974):*** This law states that no U.S. state can not provide equal educational opportunities to any person/student on the basis of race, gender, color, or nationality. No school is allowed to conducted segregation within their institution. More information is available at: http://www.justice.gov/crt/about/edu/types.php

- ***No Child Left Behind Act (2001):*** This act specifies many different students and what needs the schools need to provide for different learners. For ELLs, this law requires that they receive quality instruction in both English, to improve their proficiency, and in grade appropriate academic content, to build their educational knowledge. More information is available at:
http://www2.ed.gov/policy/elsec/leg/esea02/pg40.htmll

Ethical Considerations

- *Cultural Considerations*

     As educators, we need to be conscious of the cultural needs of our students. All ELL students come from different backgrounds that incorporate different cultures and cultural needs. To provide students with an educational environment that they feel safe, we need to consider these backgrounds and incorporate them into their learning in a positive manner. Including their backgrounds into our instruction can make students feel more welcome and comfortable in their learning environments.

- *ELLs with and without special needs*

     Certain districts place ELL students in a special needs classroom. without the proper assessment. We need to remember that all ELL students need the right amount of intervention and support in our instruction, to make sure that they comprehend the information. ELLs should not be assumed to need specialized instruction, but should be granted such if and when it is needed.

- *Do we need a code of ethics for ELLs?*

     As of right now. there is no code of ethics for teaching and assessing ELLs. It is imperative to their education, though, that a code of ethics be developed so that more standards and regulations can be set into place for ELLs in schools all over the country.

Federal Law in support of ELLs is violated if:

1. Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction
2. National-origin minority students are misplaced to classes for special education because of their lack of English skills
3. Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track
4. Parents whose English is limited do not receive school notices and other information in a language they can understand.

http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html

Performance Indicator D: *Demonstrates knowledge of effective approaches for promoting English Language Learner's development of oral and written language proficiency in English, including adapting teaching strategies and materials.*

English Language Learners use language in a variety of ways and have to learn different types of language. Conversational language develops within six months to two years of immersion in an environment with a new language. However academic language, the skills needed to read, write, speak, and listen using the conventions of standard English can take anywhere from four to ten years to develop based on research of second language acquisition. It is important for all teachers to create as many opportunities as possible for their students to use the academic language of the content in class by reading, listening, speaking, or writing.

What do English Language Leaners learn first?

Basic Interpersonal Communication Skills (BICS):
- The skills required for verbal face-to-face social communication
- These skills are required for an English Language Learner to develop conversational language
- Is used by students to interact both in and outside of school
- Used to interact with family, friends, teachers, and other people in social situations
- English Language Learners will use BICS the most when they are in the cafeteria, at parties, playing sports, and using a phone
- Usually social context of language is imbedded
- Develops anywhere from six months to two years

Cognitive Academic Language Proficiency (CALP):
- Academic Language of the content classroom
- Includes reading, listening, speaking, and writing in the subject area
- Can take English Language Learners anywhere from four to ten years to develop
- Academic Language in each subject area is different and English Language Learners must learn the academic language specific to the subject area in that class
- Certain words may change in different subject areas based on the context. For example: a function in mathematics is not the same as a function of an organ in the body in science
- Tasks are context reduced
- More cognitively demanding than BICS

How can we help?

Comprehensible Input: this is where we as teachers use strategies to make the content comprehensible for English Language Learners to access and understand. This can be done by teaching the context of the language and vocabulary in a text and in a lesson, by using visuals, and by accessing the background knowledge of ELLs for them to make connections with what they already know to what they are about to learn.

Language Objective: Always have an objective along with the content objective for the lesson. This objective will always involve reading, listening, speaking, or writing to support the content objective that requires students to use the academic language of the content.

Two major approaches in strategies for English Language Learners

SDAIE
(Specifically Designed Academic Instruction in English) for oral and written tasks (Nickolaisen; http://www.foshaylc.org/ourpages/auto/2011/3/29/57667895/SDAIE%20Strategies2.doc):
- Tapping into prior knowledge: This will help focus the students' attention, develop readiness for instruction, and will relate to previous learning and relate to their own lives. To do this, you can use KWL anticipatory charts or have students write or describe orally experiences that relate to the content
- Cooperative learning: Provide social interactions for ELLs. This allows them to see the classroom as a place to learn new skills. If two or more students speak the same home language, let them work together. Using the home language and trans-language can help the students understand English. Group work will help them use their new language skills. This can promote speaking and writing skills in English through trans-languaging
- Nonlinguistic Representations: Written and oral words will need situational and contextual help in order for the students to understand them. Demonstrate activities or words, use manipulatives, teach context of vocabulary and how it is used, and use graphic organizers
- Reduction of Teacher Talk: Present essential information or provide information at the student level and the teacher level. This allows the teacher to present information using nonlinguistic representations and allows the students can see the difference in the way the language is used from their level and the level of their teacher's. Thus they can write about or describe orally in the way their teacher does
- Checks for Understanding: Observing their oral and written language use during group activities. **Always model first!**
- Manipulatives-Hands on Experiences: Always use tactile/kinesthetic experiences for students to link language use to the objects that they are working with. It provides them to experience the content in multiple ways, which will improve retention of content and use of language. By doing this in groups, students will be able to orally discuss their thoughts and how to complete the activity

SIOP

(Sheltered Instruction Observation Protocol) (Echevarría, Vogt, & Short)
- Similar to SDAIE, but is more of an institutional model than an individual model
- Requires comprehensible input to make the content accessible to English Language Learners
- Use of language objective for students to read, listen, write, and speak
- Provide students with group activities in order to speak with each other to boost oral language skills
- Model sentence structure of academic language and have students complete the sentences
- Use comprehensible input (strategies) to make the content and language comprehensible
- Reword or rephrase content in many different ways as needed
- Provide students the time to practice the model that has been given to them
- Use sequencing of pictures to help comprehend language and sentence structure
- Use group work to provide students with social learning in order to engage students in speaking tasks
- Give students a word bank
- **Provide scaffolding** of language use of the content and of the content itself. This will depend on how much educational background the student has from their home country

If a student ever speaks something incorrectly in English, rephrase it back to them using the conventions of Standard English.

Performance Indicator E: Demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English.

Literacy development in the Primary Language helps literacy development in English.

* ❖ "Even in non-bilingual classrooms teachers can utilize their students' L1 in a manner which will make content-area instruction in English much more comprehensible" (Wright, 2008).
* ❖ Krashen provided us with the Comprehensible Input Hypothesis. This said that using the students' primary language, or L1, can help aid in comprehension during content-area instruction. With comprehension comes knowledge and information can be comprehensible if supported with proper strategies and incorporation of L1.
* ❖ "Language Learners who do not reject their own language and culture succeed better in the second language acquisition than those who have negative attitudes toward their own group" (Krashen, 1990).

Maintenance Bilingual Education

* ❖ Teaches the Curriculum through L1 and English.
* ❖ Goal is to maintain a high level of language skills in both languages. This means the home language is continuing to be developed.
* ❖ Biliteracy and bilingualism are goals; value is seen in L1 as well as English.

Strategies for helping transfer literacy skills in the primary language to English

* ❖ SDAIE/Sheltered Instruction Strategies
  - Activating prior knowledge
  - Graphic organizers

- Collaboration
- Language & Content Objectives
- ❖ Scaffolding
  - Technique that helps students achieve a better understanding and success.
  - Helps through continued support that will become less when students are able to achieve a level that allows more independence.
- ❖ Translanguaging
  - "Since you teach the curriculum in English, your language objectives will be in English. However you can help your EBLs better understand and use the English language they are developing by making connections between English and their home languages… For examples, you can help EBLs translate English vocabulary use between two languages, identify cognates, and compare vocabulary use between the two languages… With grammar, you can help EBLs compare and contrast English sentence, paragraph, and text structures with their home language."
  (Translanguaging: A CUNY-NYSIEB Guide for Educators)

References

- ❖ Krashen, S.D. (1990). *Bilingual Education and Second Language Acquisition Theory.* Schooling & Language Minority Students: A Theoretical Framework. California State Department of Education.
- ❖ Wright, W.E. (2008). *Primary language support: Facilitating English language development and sheltered content instruction through effective use of students' primary language(s).* Equity Alliance.
- ❖ Translanguaging: A CUNY-NYSIEB Guide for Educators. http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf

Performance Indicator F
Demonstrates knowledge of strategies for using and adapting fair, equitable, and appropriate classroom assessment practices to inform instruction.

Setting Meaningful Objectives

The first step in assessing students of any level is to establish clear, meaningful and attainable objectives. These objectives will later become the basis for your assessment.

There are two major varying types of objectives:

Content Objectives- These are content specific informational goals. Content objectives will indicate whether or not students understand content materials.

Language Objectives- These are goals related to the language used to complete content goals. Language objectives will often determine with which method a content objective will be completed.

Differing Language Proficiency Levels

It is quite common, almost inevitable, for there to be a large range of English language proficiency levels in any given classroom. Due to this fact it is extremely important for teachers to be cognizant of their students' proficiency levels and be able to plan accordingly for these differences.

These proficiency levels include (https://sites.google.com/site/ellresourcesprofkraus/proficiency-levels):

Level 1 (Basic)- Students at this level have very limited or no understanding of English. They rarely use English for communication. They can respond non-verbally to commands, statements and questions in simple form. As their oral comprehension increases, they begin to use simple words and phrases, and may use English spontaneously.

Level 2 (Low-Intermediate)- These students can understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain conversation. When reading, students at this level can understand basic narrative text and authentic materials, although they will be below grade level. They rely on contextual and visual cues to aid in comprehension. They can begin to identify the main idea and supporting details of passages. They can write simple notes and make brief journal entries using basic vocabulary and common language structures. Frequent errors are characteristic at this level.

Level 3 (High-Intermediate)- At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main idea and some details of extended discourse. They can communicate orally in most settings. Students at this level can comprehend the content of many texts independently, although they still may not be on grade level. They still require support in understanding academic text. They can read many literature selections for pleasure. They can write multi-paragraph compositions, journal entries, letters and creative passages. They can present their thoughts in an organized manner, but errors may still be present.

Level 4 (Proficient)- Students at this level have adequate language skills for day-to-day communication. Occasional structural and lexical errors still occur. They may still have difficulty with idiomatic expressions and words with multiple meanings. They may still have difficulty with complex structures and abstract academic concepts, but are able to communicate in English in new or unfamiliar settings. Students at this level write for personal and academic purposes. Structures, vocabulary and overall organization should approximate the writing of native speakers at their level. However, it is still possible for errors to occur.

Level 5 (Advanced Proficient)- Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments. They are expected to be able to participate fully with their peers in grade level content area classes.

Building / Activation of Prior Knowledge

One of the most crucial steps in instructing all students fairly is to first assess the students' varying levels of background knowledge. This step should be conducted in every classroom and for all students, regardless of background, upbringing, SES, or English language proficiency.

Scaffolding

Scaffolding is the means by which educators adapt a task that could not previously been carried out by a student, and make it more accessible, with the primary goal being that all students receive their own individualized scaffolding thusly completing the desired and appropriated tasks.

Vygotsky's Zone of Proximal Development

Perhaps the perfect indicator of what scaffolding is, Vygotsky's zone of proximal development (ZPD) describes the gap between what students can do on their own, and what they can accomplish with the help of a properly educated adult.

Comprehensible Input

A critical concept for second-language development for students with and without learning difficulties is comprehensible input. **Comprehensible input means that students should be able to understand the essence of what is being said or presented to them.** This does not mean, however, that teachers must use only words students understand. In fact, instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using.

Making teacher talk comprehensible to students goes beyond the choice of vocabulary and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques such as graphic organizers. **By using context or visual cues, or by asking for clarification, students enhance their knowledge of English.** When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding. (https://www.teachervision.com/learning-disabilities/bilingual-education/10260.html)

Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously. http://www.teachingenglish.org.uk/knowledge-database/comprehensible-input

Comprehensible Input...Meaningful, relatable, and understandable language being used to successfully teach ELLs. "There is a tremendous difference between receiving comprehensible, meaningful input and simply hearing a language one does not understand. The former will help second language acquisition, while the latter is just noise" (Krashen).

Specifically Designed Academic Instruction in English (SDAIE) Strategies:
These strategies emphasize the concept of "comprehensible input" and can be used throughout the curriculum.

1. Tapping into Prior Knowledge:

Focuses the students' attention, develops readiness for instruction, motivates, and relates to previous learning.
Benefits ELLs:
Tapping into prior knowledge gives ESL students the opportunity to adjust to the new learning and make connections to their own life experiences. As a result, students experience more comprehensible and valuable learning.
Examples:
- Anticipatory KWL Chart
  - Discuss and record what students already know, what they want to know, and what they learned.
- Carousel Brainstorm
  - Small groups have a title related to the main topic. Using color coordinated markers groups write 4-5 ideas.
  - Rotate the posters reading the ideas and adding more as they discuss.
- Visualization
  - Students visualize a particular thing and concentrate on sensory objects.
- Integrating subjects
  - Common theme throughout curriculum allowing students to utilize prior knowledge and have uniformity as subjects change.

2. Cooperative Learning:

Creates a positive social interaction
Benefits ELLs:
Helps ELLs be comfortable and feel safe using their language skills. Provides intrinsic motivation for communication.

Five Defining Elements:
- Positive Interdependence

- Face to face promotes interaction
- Individual and group accountability
- Interpersonal and small group skills
- Group processing

3. Nonlinguistic Representations:

Helps the ELLs understand the content while being engaged so they are more likely to retain the information.

Benefits for ELLs: The students can grasp the text and meaning behind the content better.

Examples:
- **Graphic Organizers:** Helps make difficult content more understandable.
- **Symbolic Representations:** Pictures, videos and other visual representations of the content being learned help the student make connections between previous knowledge and new knowledge.
- **Mental Pictures:** When reading or listening creating pictures in their head helps them understand and keep knowledge.

4.Multicultural Education:

To incorporate students' cultural backgrounds and uniqueness into everyday instruction in a positive way.
Benefits: Helps develop classroom instruction and creates a comfortable and welcoming school environment. Also helps teacher and class understand students' background knowledge and experiences.

Examples:
- **Culture Bag:** Students bring from home a few items that represent who they are.
- **Multicultural literature:** Students read about other cultures and their own.

http://www.foshaylc.org/ourpages/auto/2011/3/29/57667895/SDAIE%20Strategies2.doc

Performance Indicator H … Applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas.

I.   **Sheltered Instruction (SI):**
- o   Purpose: deliver grade level subject matter content that is accessible to *all* students!
- o   Consists of all of the strategies discussed hereafter.
- o   Instruction is not just simply delivered to students but sheltered (accompanied) by the use of various strategies.

- o   **SDAIE (Specially Designed Academic Instruction in English):** based on the theoretical work of Stephen Krashen & James Cummins (http://en.wikipedia.org/wiki/Specially_designed_academic_instruction_in_Engli sh)
- o   Purpose: teach language and content simultaneously
- o   Strategies: are common and already known to teachers but teachers use them intermittently.
    - ▪   Are designed to make core academic concepts understandable to ELLs through the extensive use of **comprehensible input** in a supportive affective environment.
- o   Goal: to incorporate strategies consistently into everyday teaching in order to enhance ELLs' comprehension
- o   Key note: the curriculum is not remedial or watered down. These strategies allow ELLs to comprehend key curricular concepts without needing to have an extensive understanding of English. Instruction is tailored to students to match students' stage of English language acquisition.
- o   Major features:
    - ▪   **Low affective filter:** error correction done in context through teaching modeling.
    - ▪   **Modified speech:** slower speech rate, clear enunciation, controlled vocabulary, use of cognates, limited use of idiomatic speech, words with double meaning defined
    - ▪   **Contextual clues:** gestures and facial expressions, meaning acted out, color-coded materials/graphic organizers
    - ▪   **Multisensory experiences:** realia & manipulatives, audio-visual materials, hands on activities and demonstrations, projections technologies
    - ▪   **Comprehensible input:** graphic organizers (maps, charts, graphs), word banks with picture clue, bulletin boards, etymology, use of examples & analogies

- **Frequent comprehension checks**: questions asked about details, eliciting response through various modalities
- *Formative assessment:* confirmation checks, clarification requests repetitions, expansions, variety of question types
- *Summative assessment:* mastery assessed using a variety of modalities, review of main topics & key vocabulary, resulting products show mastery of key concepts & synthesis of information
- **Appropriate lesson design:** scaffolding, listening and speaking activities before reading and writing activities, reading assignments include pre-reading, during reading, & post-reading activities, writing activities preceded by pre-writing, cooperative learning groups, tapping prior knowledge, appropriate packing, modeling, text adaption, study skills modeled
- **Content-driven:** rigorous core curriculum, key topics organized around main themes, topics appropriate to grade level

- ❖ **SIOP (Sheltered Instruction Observation Protocol) Model:** lesson planning & delivery approach evolved from a seven-year research study. (Echevarría, Vogt & Short).
  - ○ Purpose: teachers integrate content and language instruction to students learning through a new language.
  - ○ Components: SIOP is composed of 30 features organized into 8 main components
    - **Lesson preparation:** teachers include content **and** language objectives, use of supplementary materials, and create meaningful activities
    - **Building background:** connections with students' background experiences and prior learning, developing their academic vocabulary
    - **Comprehensible input:** adjust their speech, model academic tasks, and use multimodal techniques
    - **Strategies:** teach learning strategies to students, scaffolding instruction, promoting higher-order thinking skills
    - **Interaction:** teachers encourage students to elaborate their speech and to group students appropriately for language and content development
    - **Practice & application:** provides activities to practice and extend language and content learning
    - **Lesson delivery:** teachers present a lesson that meets the planned objectives and promotes student engagement
    - **Review & assessment:** review the key language and concepts, assess student learning, and provide specific academic feedback to students on their output.

Performance Indicator I

"identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language Learners and to promote their English language skills and academic progress"

Why is this important?

You would be very fortunate to be able to effectively teach a class of ELL students without any assistance from anyone else. More often than not in an ESL classroom there will be many students with many diverse languages. While you may have some experience in a couple of the languages, you cannot be expected to know them all.

So who can you reach out to?

The family?

There are typically two reasons why a student might be an English Language Learner: the parents want to their child to keep their home language and focus on that language within their home life or the parents don't have a strong grasp of English (or whatever new language) themselves. Unless you have prior knowledge of the family, it would be a good idea to send something home to them in both English and their home language. In this message, you can ask if they feel a translator will be required. In some schools that cannot afford or find an able translator, another child or member of the family might be the only option (this implies that the child or family member has had sufficient language learning, this should also not be the student in question).
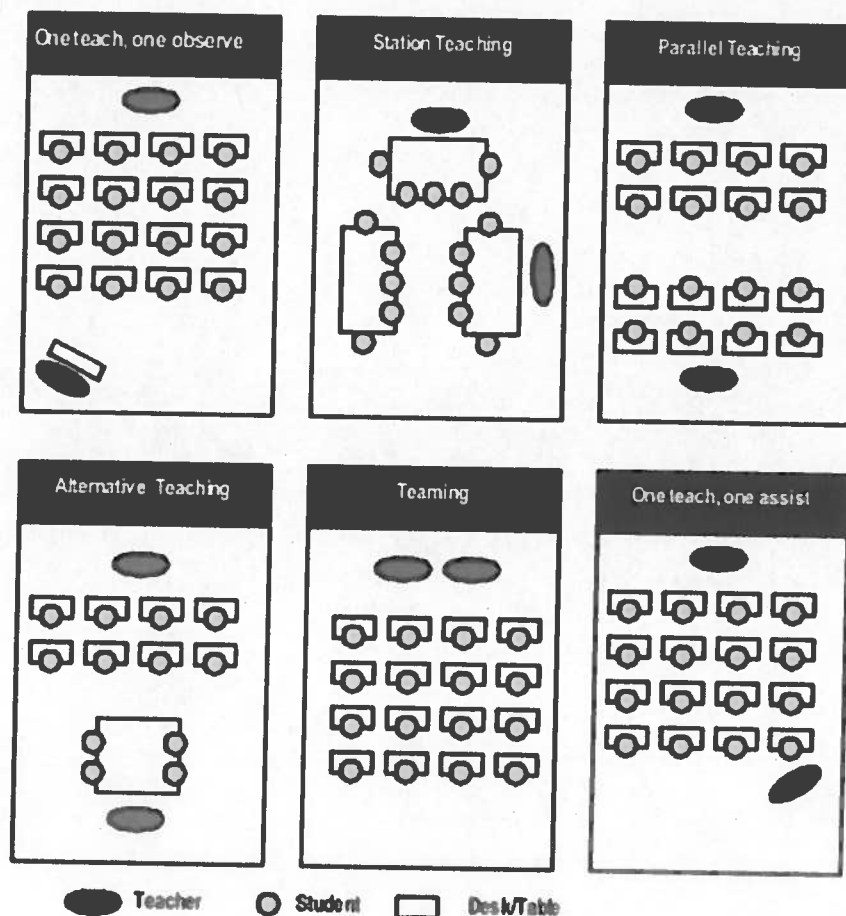
Other cultures can be different from our own, so there are a number of things to keep in mind when communicating with parents. Many people from higher-context cultures will have different ideas about personal space and greetings, so you might come off as too aggressive if you move in quickly to shake hands as the parent enters the room. It might be a good idea to let them initiate and observe where they are most comfortable. It can also appear confrontational to face directly across from them, it is better to sit at an angle and turn towards them as you speak. If the parent is not making eye contact or is nodding, this may mean something very different than what we are used to. Eye contact is disrespectful in some cultures and nodding can simply express the fact that they are hearing you rather than agreeing with you. Learn about different cultural norms and expectations to better meet your students' social and academic needs.

Your fellow faculty members?

You are not alone in teaching these English Language Learners. More often than not, they have other classes with teachers that are either experiencing similar challenges or are making connections differently than you'd ever thought to in your own classroom. Wouldn't it be great to collaborate with these other teachers? Usually when this does happen, it's a core-area content teacher with an ESL teacher, however, sometimes it can work just as well between two different content area teachers. This model known as "co-teaching" is a method of instruction that puts two teachers into the same classroom combining the best that both teachers have to offer.

There are 7 co-teaching models that are commonly used in the classroom, six of which are demonstrated on the following page. The seven models are as follows:

- One Teach, One Observe – While one teacher leads the lesson, the other teacher takes a step back to make observations and collect data that would be useful when reflecting on the current lesson or preparing for the next lesson.
- Station Teaching – Students move around from station to station performing different tasks for a set amount of time, certain tasks may require more detailed instruction so one teacher may stay with this station while the other circulates around to assist where it is most needed.
- Parallel Teaching – The room is essentially split in two and each teacher takes command of one half of the class and the same lesson is taught to both halves. By halving the number of students per lesson, each student gets more individual attention.
- Alternative Teaching – Similar to parallel teaching, this model splits the room into two halves. The same material is taught in both sections; however, the strategies each teacher will use will differ based on which students they are working with.
- Teaming – In normal team teaching, both teachers are present in front of the class and there is no obvious leader to the lesson. The teachers trade off and interject where necessary.
- One Teach, One Assist – While one teacher leads the lesson, the other teacher moves around the room to help individual students.
- Supplemental Teaching – While one teacher leads the lesson, the other works with a smaller group of students to really focus in on information that needs to be retaught or explained further; this is especially common for students that are considered below grade level.

| One teach, one observe | Station Teaching | Parallel Teaching |
| Alternative Teaching | Teaming | One teach, one assist |

Teacher ⬤   Student ◯   Desk/Table ▭

Your school administration can play various roles as well. Some administrators will require or at least encourage the use of these co-teaching models in the classroom; they can assist in the process by allotting a certain amount of time or a particular class period where these cooperating teachers can get together and plan out their lessons. Additionally, the administrator can offer their teachers professional development meetings or specialized training sessions in co-teaching practices.

Remember that the ESL teacher(s) in your school or district are always a resource. If you have ELLs in your classroom, always talk to the ESL teacher so you can learn where students are from, what level of proficiency they have, and get ideas as to how to work with the students.

The community?

If you don't think the community has anything to offer your ESL classroom, there are a lot of different community organizations that are likely being overlooked. After-school tutoring programs, social services, clothing and food drives, continuing education programs, citizenship classes, etc. are all great resources for ELs. The after-school tutoring and continuing education programs offer educational supports where the citizenship programs and social services can provide different insights into the students' cultures and home life.

The community is also where you are most likely to find people who are your interpreters, cultural liaisons, and historical experts. Some schools offer bilingual programs where you might be fortunate enough to have whatever translator you need for the EL student in the building, but this rather uncommon. Usually, that translator or interpreter needs to come from elsewhere. Cultural liaisons are people that have a strong cultural and national affiliation; they could detail even the smallest intricacies of their culture and country making it more accessible to you as a teacher and your school as a whole. Historical experts can provide details about the political origins of their country and explain why people would become refugees and asylees, why they chose to settle where they did, and what supports that student and their family will likely need.

Stories from English Language Learners.

Lizette Colque

My mom was born in upstate New York and after graduating high school she went to Bolivia as an exchange student for a year. After college she loved Bolivia so much she went back and stayed. I was born in Bolivia and didn't learn English until I was in first grade when my mom decided it was unfair for my grandparents and family from the United States not to be able to communicate with me and my sister. So after kindergarten she put me in an American school where all classes were taught in English except for one class Spanish where we learned literature and grammar and other things. I grew up in Bolivia speaking Spanish and English and came to the United States for college.

Lissette De Los Santos

My mother's family immigrated to the United States in the 80's but my mother stayed in the Dominican Republic to finish college. Two years after I was born my mother decided to migrate to the United States and I have been here ever since. As an ELL student I had a lot of challenges at first because English was not spoken in my household. The expectation from my mother was that I would be fully bilingual. English was only spoken in school but I was expected to practice my English reading and writing skills every night along with Spanish. At school I was in a transitional program model so the expectation was that I would achieve monolingualism. Due to how much I practiced my English I was moved to a fully monolingual class by first grade. Today I am fully bilingual I can fluently read, write and speak in both English and Spanish.

Soohyun Kwon

When I was young and began to learn English, the biggest obstacle for me to learn English was vocabulary. There were so many English words that I need to remember and for me it seems like there are endless words waiting for me. So back then I didn't like to learn English that much, and struggled a lot because I needed to learn it anyway. My English teacher knew that I had a problem with memorizing vocabularies so she gave me one vocabulary book. That book had many necessary words like others do but it used etymology to categorize words according to their origins. So the book introduced words that have same word roots in one chapter. For example, the book introduced words like reform, deform, inform, transform, conform which has same morpheme *form* in one chapter. It first introduced the meaning of word root *form* which means to shape, and then explained the prefixes' meaning, and finally by combining them up it introduced a meaning of the whole word. Thanks to her help, I could memorize English words more easily and etymology helped me to guess the meaning of new words that I don't know before. So it helped me a lot to overcome my biggest obstacle and I think it is very effective strategy for memorizing vocabularies. Now, I'm really thankful for her helping me, not giving up on me.

Li Pei Lee

I have learned English since I was in Kindergarten. My parents sent me to Frobel Bilingual elementary school. The way they teach is learning while playing, therefore learning English for me was very interesting. We had two teachers in the class, one was a Taiwanese teacher, and another was an English teacher. They prepared a lot of activities for students to learn English. I didn't feel stressed when I spoke

English. The learning experience was good and fun. My parents didn't give me pressure, either. I think that is why I like English.

When I was in junior high school, I found that some of my classmates hated English. They had bad experiences about it. They were forced to memorize vocabularies or they would be punished. When being punished, they felt more reluctant and afraid of learning English.

I built a lot of confidence when I learnt English. Although I faced some obstacles, I am still eager to learn more about English.

JingJing Liu

1.<u>Leveled reading book</u>

I am always lucky on the journey of studying English, for the excellent teachers and caring parents I have. Learning English is interesting for me. The best way to remember new words and phrases is through reading. It is really hard for me to recite all the words in the wordbook without context. Coincidentally, my mother bought me the book series that rewrite famous novels in simple language so that English beginners can read them. It was when I was in Grade 3 or 4. She puts much attention on my education and she can't say much English except for Hello, How are you, and Goodbye. The books are leveled by difficulty and all the new words are listed and explained in Chinese in the bottom of a page. I read the Phantom of Opera, Frankenstein and many fantasies that I love most. With the help of these books, I comprehended English quickly.

2.<u>Textbooks</u>

It is really fascinating because I studied British English in elementary school and American English in junior high school. Thus I could barely see the difference between British English and American English until I went to the university. When Americans say cab, British say taxi. When Americans say garbage, British say rubbish. When Americans say fall, British say autumn. And the textbook I used in the elementary school was written by English professors and education officials in China. The one I use in my junior high school was an American textbook. They are very different in content and form. The American textbook has a lot of pictures and cartoon characters to study with us. It provides authentic articles, dialogues and information to help me learn English and feel the different culture.

3.<u>Roots, prefixes and suffixes</u>

In my senior high school, I received a book about English words roots, prefixes and suffixes. It really refreshes my understanding of English and helps me to remember words by meaning unit.

4.<u>Problem I met</u>

The biggest problem I met when learning English is how to express my emotion in your way. Sometimes I try to express my emotion and try to be humorous, but I don't know how. The casual talk is much more difficult than academic language since I don't talk with native speakers a lot.

Shijia Pang

In China, English grammar is usually placed in a highlighted position since teachers regard that the proficiency of grammar lays a solid foundation for reading comprehension and writing ability. I recall that in my elementary school, my English teacher taught us different part of speech, such as *run* belongs to the category of verbs, whereas *runner* need to be classified as a noun. Definitely, it helps us to correctly express some simple sentences. Also, it is beneficial for us to comprehend relatively difficult sentences. Later, in my middle school, teachers formally introduced the grammar. At that point, I knew different tenses, active sentences and passive sentences, some subordinate clauses and so on. I had to practice and review a lot to reduce the errors and master the grammar. When I was in the high school, grammar can be deemed as a disaster for students to learn. We were taught about the grammar more systematically, and students were required to purchase a huge grammar book, namely, a grammar encyclopedia. We had to read it and do tons

of exercise. Usually, we did at least 200 multiple choices on grammar every week involving some exceptional examples. The grammar tests were so difficult that even when students tried hard, they still failed. So, when the exam paper about grammar was distributed, every students can't help complaining: Grammar again? Holy moly! It seems that almost everyone dislikes grammar, as it is too complicated and confused, also it is boring. To be honest, I have completely forgotten some grammatical points I learned before because I only meet with them on the exam paper, but never use them in written or spoken English. Actually, some of them seems useless to me. Yet, on the other hand, thanks to the basic knowledge of grammar and many exercises, it helps me to express correct English expressions and sentences, particularly in written English and academic areas. I can make my words and sentences more smooth and comprehensible. Also, good grammatical knowledge lots of help in my linguistic class, which is beneficial for me to quickly analyze the structure of a sentence and do some problem-solving well. Hence, even if I have a kind of bitter memory about learning grammar, I still consider I benefit a lot from it.

Yanyan Qiu

I liked to learn English since the first day when I learned English. Due to the way that my primary school English teacher used to teach English, I was eager to learn English, so were my classmates. She let the class role-play the characters in the textbook; she let the class imitate the stories of English songs; she used effective ways to encourage the class to recite paragraphs. I am so lucky to have been a motivated English Language Learner, because of the interest in English that my primary school English teacher bought to me.

Xinyan Tao

The story I would like to share is not about an experience a long time ago. Instead, it just happened recently while I am being an exchange student at SUNY Oswego, which is about my English reading ability. Actually, since I started learning English, I have always been a fairly good learner in my class. However, as the time went by, when I came to prepare for the English proficiency test in the college such as TOEFL (Test of English as a Foreign Language) whose requirements were much higher than what was being taught through the mainstream educational system, I gradually became aware of my weakness in reading. It happened a lot that although I knew every single word in a sentence, I still lost my mind during reading. Moreover, the main idea is always vague to me. Those two facts led to my bad performance in the reading section, which plagued me much. After all, the language proficiency test aims to prepare students with adequate abilities to study in an English-speaking environment thus there will be a big step before I fully obtain the excellence in TOEFL.

Changes occurred unconsciously during the past few months. As is widely acknowledged, education modes in USA mostly involve massive amount of readings. That accords with my daily academic life here. Every week, the assigned homework usually cannot be done without reading corresponding materials, which forces me to be immersed in a lot of research papers written in English. Due to the inadequate time, I was even not allowed to check every word I did not know and then put them on a notebook for vocabulary accumulation. Amazingly, even under this circumstance, when I went back to the reading section of the language proficiency test, the score became much higher than before when I came to study here at first! This totally surprised me because I had never expected that much progress could still be made through extensive readings during which only the purpose of finishing them as soon as possible was in my mind. To conclude, vocabulary foundation is absolutely still a big deal in English learning. However, possibly for many ESL students like me whose English knowledge background is already comparatively solid through years of learning before, a breakthrough will be made through a period when ESL students have to face a huge amount of English reading. Even when not many efforts are made on purpose such as memorizing the involved new words, this method still can help cultivate a good feel for language which is an imperative part in grasping a foreign language.

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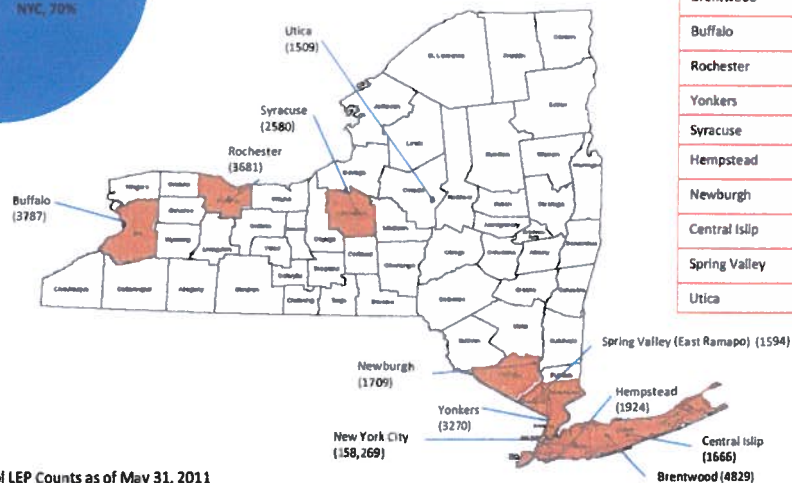**Figure 1. Percentage of public school students who are English language learners (ELL), by state: School year 2010-11**
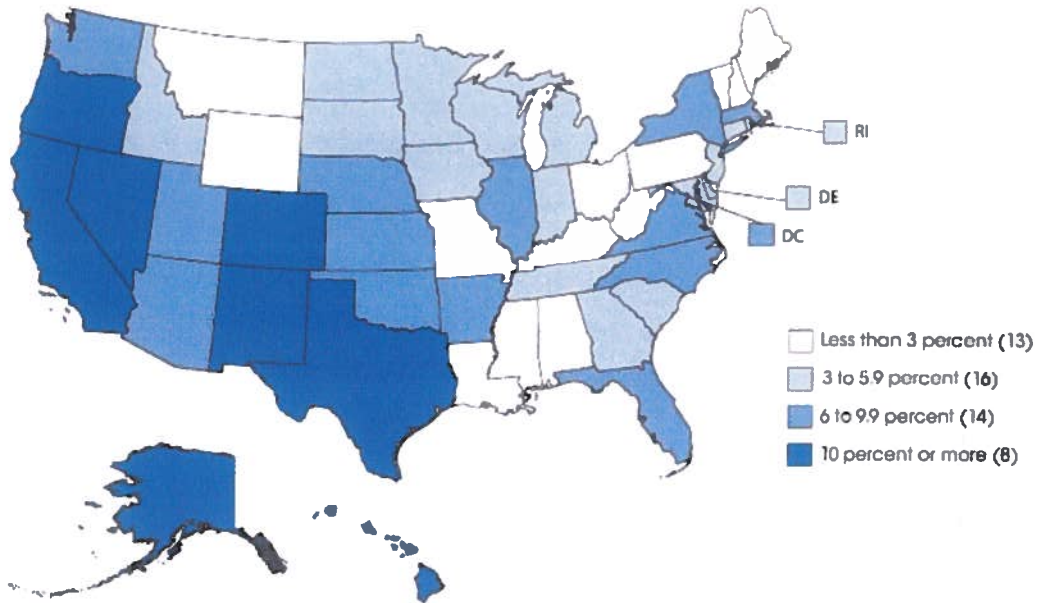
Less than 3 percent (13)

3 to 5.9 percent (16)

6 to 9.9 percent (14)

10 percent or more (8)

ELL GEOGRAPHIC DISTRIBUTION
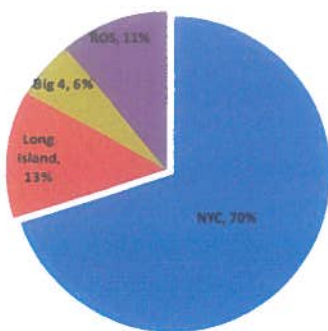
ELLs are overwhelmingly concentrated in New York City, the other large city school districts, and Long Island.

Top ELL Districts	# of ELLs
New York City	158,269
Brentwood	4,829
Buffalo	3,787
Rochester	3,681
Yonkers	3,270
Syracuse	2,580
Hempstead	1,924
Newburgh	1,709
Central Islip	1,666
Spring Valley	1,594
Utica	1,509

Utica (1509)

Syracuse (2580)

Rochester (3681)

Buffalo (3787)

Spring Valley (East Ramapo) (1594)

Newburgh (1709)

Hempstead (1924)

Yonkers (3270)

New York City (158,269)

Central Islip (1666)

Brentwood (4829)