

Sixth PRESENTATION



A presentation offered by the students in
the class:

*EDU 383/583 Teaching English Language
Learners across the Curriculum*

December 6, 2016

Sheldon 326

5pm-7pm

Strategies to help English Language Learners be
successful in your classroom

and

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

PROGRAM:

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2. EAS TEST....

Topics:

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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:

A Teaching Candidate... 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.

Definition of Bilingual Education:

Bilingual education incorporates a student's home language into the classroom, as well as English instruction. Krashen says, "Bilingual education refers to situations in which students are able to study subject matter in their first language while their weaker language skills catch up" (p. 152).

This model allows for students to learn the content, while at the same time maintaining their first language and learning a new language.

Bilingual education benefits all students because it helps them learn a new language, but for ELL students it allows them to not fall behind.

Bilingual Education Models:

Transitional Bilingual Education- Primary language is the main instructional language until students master English sufficiently. The goal is to be fluent in English.

Early-exit- Begins with instruction in primary language but is limited to reading instruction and clarification support. All other instruction is in English, then the primary language is phased out.

Late-exit- A minimum of forty percent of the instruction time is in their primary language in the core subjects, then is phased out to English.

Maintenance or Dual Language- The content is taught in both English and the minority language (Chinese and Spanish). The language skills in both are kept up by using ENL strategies in the secondary language. Students become language models for each other. Students will be receiving ENL for both whatever language they need help in. The goal is to be bilingual. (50/50 split)

Bilingual Education Alternatives:

-Submersion: Students are placed in an all English classroom, with no instruction in any other language. Students have no instructional support.

-Submersion + ESL: Students are given instruction in English but are pulled out of class for ESL instruction. New York State requires that ENL instruction be offered in two different settings for the English Language Development component. Half of the ELD instruction is spent with stand-alone instruction and half is spent with integrated ESL. It is decreased over time in stand-alone instruction when students gain fluency.

(1) Integrated ESL- Used in content area classrooms to teach content using ESL methodologies. Can be co-taught or taught by a dually certified teacher.

(2) Stand-alone- Specific separate ESL instruction for ELL students. The focus is on language.

For the rest of the time students have sheltered instruction in the rest of their content classes.

-Immersion: Is when children that have the majority language are instructed in a second language through all content areas.

Benefits to Bilingual Education:

According to John Benson (2013) there are benefits to bilingual education:

- Helps students learn two languages
- Students can adapt quicker to the curriculum and culture
- Increases cognitive function, allowing students to pick up material and problem solving skills faster
- Students can have a better more positive self-image
- By allowing students to learn content in both languages it increases educational advancement
- Allows students to keep connections to home and family
- Protects against memory loss

Translanguaging

In a General Education or ESL Program:

“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. Many of the strategies in this guide will help you make those connections. For example, you can help EBLs translate English vocabulary to their home languages, identify cognates, and compare vocabulary use between the two languages. See *Vocabulary* strategies. With grammar, you can help EBLs compare and contrast English sentence, paragraph, and text structures with their home language. See *Syntax* strategies.”

Translanguaging: A CUNY-NYSIEB Guide for Educators

Language as a Right for all Students:

The United Nations Educational, Scientific, and Cultural Organization, or UNESCO, highlights how students have the right to use their own language in the classroom.

Article 23 from the Universal Declaration of Linguistic Rights:

1. Education must help to foster the capacity for linguistic and cultural self-expression of the language community of the territory where it is provided.
2. Education must help to maintain and develop the language spoken by the language community of the territory where it is provided.
3. Education must always be at the service of linguistic and cultural diversity and of harmonious relations between different language communities throughout the world.
4. Within the context of the foregoing principles, everyone has the right to learn any language.

Article 24 from the Universal Declaration of Linguistic Rights:

All language communities have the right to decide to what extent their language is to be present, as a vehicular language and as an object of study, at all levels of education within their territory: preschool, primary, secondary, technical and vocational, university, and adult education.

Article 25 from the Universal Declaration of Linguistic Rights:

All language communities are entitled to have at their disposal all the human and material resources necessary to ensure that their language is present to the extent they desire at all levels of education within their territory: properly trained teachers, appropriate teaching methods, textbooks, finance, buildings and equipment, traditional and innovative technology.

Article 26 from the Universal Declaration of Linguistic Rights:

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.

These four articles explain that language is a right all students have in the classroom. It is beneficial for all students to learn the material in the best way for them, and including their own language in the classroom can help them learn the content. A bilingual program allows students

to flourish in both languages and use their own language in the classroom which extends their knowledge into the classroom.

Primary Language as an Asset:

- By using their first language in the classroom, ELL students can become more comfortable in the classroom.
- Culturally relevant teaching gets used in bilingual education because all information relates to those students.
- Different cultures and diversity also get incorporated into the classroom.
- Students can use their own language to learn content which helps them keep up to date with all the content so they do not fall behind.

PERFORMANCE INDICATOR C:

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

LAWS*Fourteenth Amendment*

This amendment established the constitutional basis for the educational rights of language minority students. It 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.

Title VI Civil Rights Act (1964)

Prohibited discrimination on the basis of race, color, and national origin in all programs or activities receiving federal funding. Subsequently cited in many court cases. Basically states that a student has a right to meaningful and effective instruction.

Bilingual Education Acts of 1968 and 1974

Also known as Title VII. Provided supplemental funding for school districts interested in establishing programs to meet the “special educational needs” of large numbers of children of limited English speaking ability in the United States.

Equal Educational Opportunities Act (1974)

Declares that no state can deny equal educational opportunity based on gender, race, color, or nationality through intentional segregation by an educational institution. It also requires school districts to take action to overcome language barriers that hinder students’ equal participation.

No Child Left Behind (2001)

This act puts an emphasis on higher achievement for students with limited English proficiency. Title III of this act specifies that all ELLs must receive quality instruction for learning both English and grade-level academic content.

Every Student Succeeds Act (ESSA)

This act replaced No Child Left Behind in 2015. All school districts must demonstrate that they are improving the achievement of ELLs. It fixes the one-size-fits-all approach present in NCLB, as there is more flexibility in terms of student testing and school accountability. There is increased funding and resources for programs that support ELLs.

New York State C.R. Part 117

Establishes standards for the screening of every new entrant to the schools to determine which students are possibly gifted, have or are suspected of having a disability, and/or possibly are limited English proficient.

New York State C.R. Part 154

Establishes standards for the education of limited English proficient students. It states that

all districts must provide ELL students with equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation.

COURT CASES

Brown v. Board of Education (1954)

Overruled the decision in Plessy v. Ferguson of 1896 which permitted “separate but equal” education for African American children. This court case declared the segregation of students to be unconstitutional. It ordered the desegregation of schools, therefore establishing the principle of equal educational opportunity for all students.

Lau v. Nichols (1974)

This case was brought forward by Chinese-American students in the San Francisco Unified School District. 1,800 out of 2,800 of these students did not receive supplemental instruction, despite their lack of English proficiency. The court ruled in favor of the students, declaring that they were not being provided with equal educational opportunities.

Castañeda v. Pickard (1981)

The Raymondville Independent School District was charged with failing to address the needs of ELL students with limited English proficiency (LEP). The district neglected to follow the requirements set by the Equal Educational Opportunities Act. As a result, a three-prong test was created to ensure that districts are taking appropriate action to address the needs of ELLs. Districts must have:

- A pedagogically sound program for LEP students
- Sufficient staff and resources to support ELLs
- A system that will evaluate the program’s effectiveness

Plyler v. Doe (1981)

The Supreme Court ruled that public schools must provide equal education for immigrant students. The court stated that undocumented students have the same right to a free public education as U.S. citizens and permanent residents.

ETHICAL CONSIDERATIONS

Culture

As educators, we must consider each student’s cultural background and how it may affect their learning. In order to adequately meet the needs of these students, we must learn about their cultures and find ways to incorporate them into the curriculum. ELLs will find education more meaningful if they can make connections to their own lives, and if they feel that their cultures are valued.

Special Needs

It should not be assumed that ELLs are in need of special education services due to their lack of language proficiency. On the other hand, if these students are in need of extra services, they should be given the appropriate interventions and supports.

Performance Indicator D: A teacher candidate demonstrates knowledge of effective approaches for prompting English Language Learners', ELLs', development of oral and written language proficiency in English, including adapting teaching strategies and materials.

What does the process of language development look like?

BICS (Basic Interpersonal Communication Skills):

- According to Haynes, BICS are the skills required for verbal face-to-face social communication.
- Typically develops within six months to two years
- Used in social context to interact with family, teachers, and peers inside and outside of school

CALP (Cognitive Academic Language Proficiency):

- According to Haynes, CALP is the academic language of the content classroom, which takes 4-10 years for ELLs to acquire.
- Involves reading, writing, listening, and speaking in reference to the content area of the classroom
- Language changes based on content area, which makes CALP more demanding than BICS

BICS and CALP

BICS

- English Language Learners gain a better understanding of a language by just communicating with others in English.

CALP

- The English Language Learner has the ability to use language for academic purposes.

What can teachers do to help?

Comprehensible input is the use of strategies that makes the content comprehensible for English Language Learners to help them access and understand better. This can be done in a variety of different ways such as using visuals, presenting language and vocabulary from a text in a lesson, or accessing the background knowledge of ELLs to provide them with connections between what they know, and what they are about to learn. The main idea is to make the learning accessible and meaningful.

It should be noted that teachers should be aware of a student's ability to use BICS in a social

context, that way they can use their social abilities to scaffold material that will aid the development of their CALP.

Additionally, posting both language and content objectives for the lesson will be beneficial. The language objective generally involves reading, listening, speaking, or writing that will support the content objective.

What are some approaches that could help?

- The Krashen's Monitor Model (Comprehensible Input)
 - Krashen states that infants learn their primary language by hearing language that are made meaningful to them. Foreign language is obtained the same way.
 - Language is not "soaked up." The learner must understand the message that is conveyed. *Comprehensible input* is a hypothesis first proposed by Stephen Krashen. (Krashen, 1981) He purports that ELLs acquire language by hearing and understanding messages that are slightly above their current English language level. (Comprehensible Input +1) (everythingESL.net)
- SDAIE (Specially Designed Academic Instruction in English)
 - Taps into students' prior knowledge to help prepare, motivate, and relate learning using strategies such as KWL charts, brainstorming and visualization.
 - Cooperative Learning: Provides a comfortable and friendly learning environment through positive social action with peers. The five elements of cooperative learning are as follows:
 - Positive interdependence
 - Face to face interaction
 - Individual and group accountability
 - Interpersonal and small group skills
 - Group processing
 - Nonlinguistic Representation: Written and spoken words that become understandable once situational and contextual help are provided.
 - Reduction of Teacher Talk: Teacher presents what is essential in the lesson and tries to incorporate the student's oral language into their lessons. This utilizes the students' knowledge as part of the lesson for better understanding.
 - Multicultural Education: Utilizes students' backgrounds in your instruction by embracing and addressing the similarities and differences between your students.
 - Check for Understanding: Allows ELLs to have time to process what has been said and allows them to show understanding in a nonverbal way.
 - Hands on Experiences: Provides ELLs with kinesthetic experiences with physical objects. This helps to link pictures, objects, and words with meaning and description.

- SIOP (Sheltered Instruction Observation Protocol)
 - Similar to SDAIE, but is used as more of an institutional model, rather than an individual model.
 - Use of language objectives for students to read, listen, write, and speak.
 - Requires comprehensible input to make content accessible to ELLs.
 - Uses group work to provide students with social learning.
 - Uses sequencing of pictures to help language comprehension

Oral and Written Fluency Strategies

- Write a language objective on the board and then have the class say it out loud.
 - Writing friendly statements that have the lesson's objectives so students can stay on task and focus on the key features in the lesson.
- Have students read word problems out loud.
 - If students mispronounce a word, rephrase it correctly and have them repeat it back correctly.
- Posting the core content ideas.
 - Posting the core content ideas in the form of questions can encourage them to seek answers and then further their interest.
- Teaching vocabulary explicitly.
 - Displaying the vocab, key terms, words, idioms, and phrases that are important to the lesson during the class so students aren't confused.
- Implementing small group work.
 - Giving students the chance to converse with other peers and use new terms without the pressure of speaking in front of the entire class.

Bibliography

Shoebottom, Paul. "An Introduction to the Work of Stephen Krashen." *An Introduction to the Work of Stephen Krashen*. N.p., n.d. Web. 18 Nov. 2016.
<<http://esl.fis.edu/teachers/support/krashen.htm>>.

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.

What you need to know:

- Instruction needs to be adjusted to meet the needs of English Language Learners
- Language Learners who show greater success tend to be ones who don't reject their first language and their culture.

Strategies:

Scaffolding- refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed.

- Strategies: Use graphic organizers to make lessons more visual, Connect new information to prior experiences and learning, Teach Academic Vocabulary
- You can also help them by making glossaries with their home language translation, use gestures and visuals to clarify answers
- After the students develop more English proficiency, they start to phase out of these techniques

Valuing Linguistic Differences:

- Schools and teachers can help ELLs greatly by learning about ELLs' home cultures and languages, treating cultural and linguistic differences as resources rather than obstacles, and reaching out to students' homes and communities to build learning opportunities together.
- Translanguaging
 - Their flexible use of their linguistic resources to make meaning of their lives and their complex worlds

- It refers to pedagogical practices that use bilingualism as resource, rather than ignore it or perceive it as a problem.
- This isn't code switching or just going from one language to another
- Strategies would be: collaborative group work, comparing first and second language, multilingual partners

• Sheltered Instruction (Krashen):

- Also known as Specifically Designed Academic Instruction in English or SDAIE
- This approach combines second language acquisition strategies with content area instruction.
- is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter
- Some techniques include: Demonstrating and using visuals in your class, activating prior knowledge

Performance Indicator 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*

Stages of Second Language Acquisition: A second language learner does not stay in a particular stage. Given the setting of the classroom, vocabulary, and prior knowledge of the subject, a student's stage will naturally flow from one stage to another. Different Language Proficiency Levels are important because no two English Language learners in the same classroom will be at the same exact level. Because of these differences among the proficiency levels of students, teachers must plan accordingly.

Stage 1 (Preproduction)- Students at this stage have little to no understanding of English. These students can point to an item, a picture, or a person. They can perform an act or gesture and nod to try to communicate. These students can often answer with yes or no answers to simple questions. During this stage, students are trying to internalize the new language they are hearing.

Strategies: Visual aids and gestures, oral and written keyword emphasis, do not force oral production, allow students to write in journals using pictures, their native language or basic English

Stage 2 (Early Production)- Students at this stage are beginning to verbalize while still internalizing English. The students can answer simple questions with yes and no and they can answer simple questions with one word. The students can also use repetitive language patterns with using two and more words. At this stage, students still feel more comfortable with their home language and require a lot of support with English.

Strategies: Role playing, journal writing, picture supports, reading and writing conferences, a lot of support from teacher and peers, allow students to talk when they are comfortable, assign a buddy to work with the student

Stage 3 (Speech Emergence)- At this stage, students should have around 3000 active words. The students in this stage are beginning to use three and more words to create short phrases. They students can also begin using dialog and develop a full simple sentence. Students at this stage will begin feeling more comfortable communicating in English.

Strategies: Communicate with the student daily, get to know their personal life and how they learn, have student talk with peers, write daily responses to questions, write full paragraphs, state predictions.

Stage 4 (Intermediate Fluency)- At this stage, students should have around 6000 active words. Students can also use complex statements relating to content and state personal opinions. At this stage, students will be able to ask teachers or peers for clarification and share their original thoughts. Students at this stage will also be able to speak English at good length.

Strategies: Paraphrasing, outlining/mapping, oral discussions/debates, compare and contrast, journals, reading a variety of genres, analyzing/interpreting, work in groups.

Stage 5 (Continued Language Development)- At this stage, students will have around five to seven years of English acquisition. The students will be able to participate fully in grade level classroom activities with support for comprehension. The students will also be able to use academic language when communicating in certain topics. The students will be able to communicate fully and support what they are saying.

Strategies: Relate to students' background knowledge, give grade level expectations, give adaptations and support when needed.

Sheltered Instruction: Sheltered instruction is a set of teaching strategies, designed for teachers of academic content that lowers the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. The content is grade level curricula taught using instructional strategies that scaffold the content learning by building background knowledge and through the use of visuals, gestures, manipulatives and more.

Strategies: modify speech rate and tone, use context clues, model material extensively, relate instruction to student experience, adapting language of texts or tasks, use certain methods familiar to language teachers, visuals, graphic organizers.

SDAIE Strategies: Specifically Designed Academic Instruction in English

1. Tapping into Prior Knowledge

English Language Learners have the opportunity to adjust to the new learning and relate it to their own life experiences making it much more comprehensible and valuable.

Examples: KWL chart, brainstorming, visualization, integrating subjects, read aloud books.

2. Cooperative Learning

Provides positive social interactions for ELL students helping them perceive the classroom as a comfortable, friendly place where they feel safe using their new language skills.

Examples: positive reinforcement, face to face conversations, working individually and in small groups, building interpersonal and small group skills.

3. Nonlinguistic Representations

Written and oral words often need situational and contextual help in order to be understood by English Language Learners. The more both of the forms are used, the better students are able to think about and recall knowledge.

Examples: Demonstrate, use manipulatives, present pictures, model, pre-teach vocabulary, label, explain multiple meaning words, graphic organizers.

4. Reduction of Teacher Talk

Discuss what vocabulary is necessary to introduce in order for ELL students to understand the concept being taught.

5. Multicultural Education

Promoting and utilizing each student's individuality and culture into their educational environment by similarities and differences and enabling them to be learners of other cultures.

Activities: Culture bags, visual and oral presentations of culture, remember who your audience is when teaching.

6. Check for Understanding

Allows ELL students to have time to process what the teacher has said, hear from peers, and show understanding in a nonverbal way.

Strategies: yes/no questions, thumbs up/down, true/false, pointing, drawing, think-pair-share, model.

7. Manipulatives

ELL students need the tactile-kinesthetic experiences with physical objects, experiences that are fundamental in linking words with objects and pictures.

All subjects have manipulatives. Allows ELL students to fully understand a concept.

Activities: drawings, posters, brainstorming, graphs, tables, maps, story maps.

SIOP: Stands for *Sheltered Instruction Observation Protocol* (SIOP). This approach has teachers incorporate both content instruction and language instruction. This instructional model has proven effective in addressing the academic needs of English learners throughout the United States. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background Knowledge
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Comprehensible Input: Comprehensible input means that students should be able to understand the essence of what is being said or presented to them. Teachers are not restricted to only using words the students understand. The teacher must use a variety of words and make it a step above easy for the students to understand. This is crucial for language development and exploration.

Strategies:

- Provide relevant background and content to the students.
- Use visuals such as diagrams, pictures, or graphic organizers.
- Teachers should try to explain ideas or concepts several times using slight variations in terminology and examples.

Translanguaging: Language objectives will always be in English. Translanguaging is the act performed by bilingual students of accessing different linguistic features or various modes of what are described as autonomous language, in order to maximize communicative language. To help the English language students, you can translate English vocabulary to their home languages, identify cognates, and compare vocabulary use between the two languages.

Strategies:

- A way to cultivate students' bilingualism – using all of their languages as a resource for learning, reading, writing, and thinking in the classroom.
- As a scaffold to help emergent bilinguals learn English.

Co-Teaching Strategy: Two teachers will be in the same classroom, teaching together to support all students including ELLs. There are many kinds of co-teaching models but picking one depends on the students and your classroom set up. Co-teachers can be responsible for all students or half and half but the job is to support all students. ELL students also benefit from small groups or co-teaching classrooms.

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

In order to be able to understand this performance indicator, we need to first break down the term literacy skills. Literacy is the ability of a student to read and write. The skills are the students' ability to critically think, listen, speak, view and present.

Who are your English Language Learner students?

Before you can begin to support the English Language Learners in your classroom, you need to first learn about them as human beings. It is important to do a little research on your Ells' home background and culture because then it becomes easier to understand the difficulties your Ells might face academically, and to learn what assets they bring. Next, as a teacher you must figure out what your ELLs know and don't know. How can you use their prior knowledge and experiences to connect to the academic content being taught? You must be able to access students' prior knowledge to create meaningful connection to the context-area. Finally, it is also important to value their native language and use their native language as a tool to help develop English literacy skills.

How do English language learners develop the English language?

There are two ways ELLs develop the English language:

1. **BICS:** Basic Interpersonal Conversational Skills
2. **CALP:** Cognitive Academic Language Proficiency

English language learners must be able to understand the vocabulary of any content in order to be active participant learners.

The Three Tiers of Vocabulary:

Tier 1: Basic Vocabulary

- words or phrases that do not need explanation. These words/phrases are developed through everyday conversations; therefore, many of these words/phrases are learned through the student's BICS. (Example: clock, baby, happy and walk.)

Tier 2: High Frequency/Multiple Meaning Vocabulary

- words and phrases that are more descriptive or precise. These words are included in a variety of contexts and need an explanation for usage. (Example: obvious, complex, establish and verify.)

Tier 3: Low-Frequency, Context-Specific Vocabulary

- Words and phrases that are not commonly used and are not likely to be used outside the classroom. These words/phrases are learned through the student's development of CALP. Because certain words may change in different subject areas based on context, these vocabulary words need to be explicitly taught within the content-area presented. (Example: photosynthesis, economics, quadrilateral, and revolution.)
- **Strategies for teaching vocabulary:**
 - Word Walls: A visual tool used to help communicate the words and phrases. It is recommended to have two word walls to separate tier 1+ tier 2 vocabulary words from tier 3 words.
 - Readers Workshop: An instructional mode for reading that is personalized for each student. It promotes students to use their literacy skills in reading to improve their language proficiency.
 - Language Objective: Objectives that are specifically designed to promote students' language development. When the language of the content is sheltered, the content objective can become more manageable for ELLs to meet. It focuses on building literacy skills in reading, writing, listening, and speaking.

Scaffolding:

- A temporary tool that is implemented during teaching instruction to support a student to complete an academic task. The final goal is for the student to eventually be able to complete similar academic task on their own.

Graphic Organizers:

- Visual tool (diagrams, webs, and charts) that is used to understand and organize information by converting complex information into more manageable chunks. Model to students how to correctly complete/ use a graphic organizer before you let them complete one on their own.

Writing Frames/ Templates:

- A writing tool that acts like a skeleton outline for students to formulate their ideas on paper. This tool is very helpful for students exploring and learning how to write nonfiction writing pieces. It guides the student to complete a writing task without hesitation.

Small group work:

- Allows ELLs to work alongside their peers to complete an academic task. It provides ELLs the opportunity to communicate and to hear in the English language. Group work allows ELLs to become part of the classroom community because they are assigned with a responsibility that they must complete on their own and then share with their groupmates.

EAS Framework, 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.

Strategies teachers can use to help students adjust to classroom community:

- Take time to get to know the student one-on-one in the first week.
- If necessary, bring in another student to translate. Or use another student in class that can work as a liaison.
- Give student interviews (quick info sheets/autobiographies/share alouds)
- A teacher's time is precious, but making a student feel comfortable with you will pay off.
- Teach your student to say things such as "I don't understand," and "Please repeat."
- Teach your student the meaning of simple gestures such as yes, and no in the beginning of the school year.
- Allow your student to use a bilingual dictionary or a same language buddy.
- Whenever possible speak to the newcomer individually rather than in front of the class. The pressure of being in the spotlight interferes with comprehension.
- Be mindful that some approaches that are appropriate in the United States may not be in other countries.
 - Don't insist on eye contact. Eye contact between children and adults is considered inappropriate in some cultures.
 - Personal space
 - Hand shaking
 - Head nods
- Make your classroom as low stress as possible.
- Cut down class assignments and do your best not to overwhelm your students.

Strategies teachers can use to help their English Language Learners follow classroom instruction:

- Differentiated instruction for English Language Learners will improve the quality of education for all the learners in your room.
- Be as explicit as possible.
- It is necessary to identify specific difficulties that English Language Learner students in the classroom face. Example: lack of prior knowledge, the pace of your verbal instruction, new vocabulary or the overall content.
- Remember not to “dumb down” your expectations.
- English Language Learners need more scaffolding and strategies.

Classroom Strategies

- Give appropriate wait time when asking questions.
- Let the student know you will be calling them before you do with a signal or eye contact so they are prepared.
- Ask questions that you know the student knows the answer to.
- Accept one word answers, drawings and gestures.
- Do not overcorrect your student or it will increase their anxiety about making mistakes.
- Check for comprehension frequently.
- Post both content and language objectives.
- Review objectives at the beginning and end of class.
- Use hands-on manipulatives.
- Some of our tasks and expectations in the classroom are very culturally bound.
- English Language Learners may not have much practice giving an opinion of a text.

ELLs and CCSS

1. “The integration of grade-level content concepts with techniques for developing the academic language and literacy skills of students provides educational opportunities for all students, and is especially beneficial for English learners” (Duguay et al).
2. Build background knowledge, and use other strategies, to help ELLs “engage in close reading of complex grade-level text” (Duguay et al.).
3. ELLs will acquire “the conventions of standard English” through “opportunities to learn, practice, and apply those language forms while involved in authentic content study” (Duguay et al).

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” (New York State Department of Education, 2014)

Collaboration with Families

Engagement issues. According to Haynes and Zacarian (2010), educators frequently encounter difficulties with engaging ELL families in their child’s education. Specifically, reasons for poor engagement include inadequate transportation, feelings of shame over not being able to effectively communicate in English, and a past history of not being valued as a partner in their child’s schooling (p. 123). To address these underlying issues, it’s necessary to form relationships with students’ families, and to seek out responsive ways to partner with them. Namely, Haynes and Zacarian (2010) encourage educators to implement learning opportunities that link curriculum to families’ funds of knowledge, and to draw upon the unique strengths and talents that families possess. In addition to establishing positive relationships, schools should also recognize that families might not have strong literacy skills in English or their native language. Consequently, while translated written communication may be beneficial, families may also require verbal notice in their first language. Likewise, when preparing for conferences, it is important to arrange for the presence of a translator when parents lack sufficient fluency with English.

Howard et al. (2007) also suggest strategies for improving family engagement such as employing bilingual office staff, and hanging signs within schools in languages that represent the student population (as cited in the Syracuse City School District’s “2016-2017 English Language Learner/Multilingual Learner Education Program Guidebook”).

Cultural differences. When communicating with families, it’s also critical to be cognizant of cultural differences that may exist from what is usual in the United States (Haynes & Zacarian, 2010). For instance, while a firm handshake is typical in the U.S., some cultures may find it objectionable. As a result, it is recommended that educators offer a gentle handclasp when meeting families for the first time. Other considerations include appropriate eye contact, personal space, and facial expressions. Namely, in some cultures maintaining eye contact for an extended period of time may be viewed as offensive. Similarly, while in the U.S. people typically stand an arm’s length away from another individual, appropriate personal space in other cultures may be closer or farther away from our norm. Lastly, although smiling is considered a warm greeting in the U.S., other cultures may not smile freely. Moreover, a smile might also be indicative of a parent who is feeling flustered or mad. Accordingly, it’s urgent to investigate students’ cultures to increase the likelihood of creating a welcoming environment for families.

Support Networks

Community organizations. Resources outside of school can offer additional support for ELL students and their families. While resources vary, they can include assistance with after-school academic support, information related to available social services, and continuing education.

Other organizations aimed at particular immigrant populations can offer further insight into learning more about ELL students. Possible resources include assistance with securing interpreters, cultural intermediaries, and experts with knowledge of specific refugee experiences. Similarly, the Syracuse City School District utilizes Nationality Workers to support students, families and educators. In short, Nationality Workers are individuals who typically reside in communities where students live. Often, like ELLs, they have emigrated from another country. Nationality Workers act as go-betweens to help educators better understand and meet the needs of ELL students. In addition, they also assist students and families with any school-related difficulties that they may encounter (as cited in the Syracuse City School District's "2016-2017 English Language Learner/Multilingual Learner Education Program Guidebook").

*" Working with Community Organizations to Support ELL Students,"

<http://www.colorincolorado.org/article/working-community-organizations-support-ell-students>

Collaboration with Educator Teams

According to Honigsfeld and Dove (2010), "Carefully coordinated planning, instruction, and assessment are integral parts of a successful program to teach English language learners" (p. 93). In essence, or to provide optimal materials, instruction, and assessment practices for ELL students, ESL and General Education teachers need to work together. While this is the "core team," other team members include administrators, related service providers, and teaching assistants.

It can be challenging for educators to find common and sufficient meeting times for lesson planning and preparation. For these reasons, it's vital to develop a collaborative team with established norms. Specifically, teams need to agree upon how they plan to communicate, various roles and duties, and teaching configurations. Given that face-to-face meetings are not always possible, teachers can also utilize technology to streamline collaboration. Besides collaborating with immediate colleagues, Weblogs and Wikis can be utilized as additional resources for planning instruction.

Ideally, core teams should employ a co-teaching model. That is, a team that "merges ESL and general-education instruction to increase the time ELLs are exposed to general-education curriculum and thereby strengthen their overall academic achievement" (p. 103).

Co-Teaching Models (Rojas)

- Alternative Teaching - Teachers each teach their own group(s) different content using varying strategies; groups rotate
- Complimentary Teaching - the ESL teacher provides differentiated content and materials so that students can access the curriculum where they are at
- Parallel Teaching - Teachers each teach the same content (at the same time) to their group using varying strategies
- Peer Teaching - Classmates learn together following explicit instruction on how to work cooperatively; teachers monitor students' learning
- Station Teaching - various configurations include either one or both teachers rotating between centers; both teachers manning centers, while other students work on their own at a center
- Support Teaching - General Education teacher is primary instructor, while ESL teacher supports
- Team Teaching - Both teachers serve as primary instructors

Stories about Learning English

Garam Byeon

Li Ruike

Zhiling Yang

Story # 1

Garam Byeon

English Immersion Program, Fun Fun English!

I want to share my funniest learning experience in my English learning life!

After I became a freshman of my university, I got the first summer vacation. There were 39 colleagues in my major - English Education. We participated in English Immersion Program for 3 weeks all together. Actually, at first, we didn't want to do that because its curriculum looked like little bit childish and not effective. However, time goes by, we realized that our thinking was wrong. It was perfectly a prejudice against "fun" class. Because we always believed that learning should be very serious and calm. We had to follow several rules for that program, such as "Speak only English" or "Participate actively". We had to complete several assignments during the program weeks. We made 6 groups with about 6-7 people, and our team really enjoyed our assignments. We had to visit some landmark places of Seoul which are very famous for foreign travelers, and take concept pictures. After that, we did presentations to explain our funny pictures and introduce those places together, of course in English! Also, we made a UCC video ourselves, short English film. We wrote a scenario ourselves, acted, shot and edited. While we were working on this, we could expand our English vocabulary, learn every aspect of English skills-especially writing and speaking skills. We also became more

Stories about Learning English

familiar with English and really fall in love with this program. As a teacher-candidate, I realized that when the curriculum is interesting and funny, students can enjoy classes more and engage in learning process much better. I want to be a teacher who can make create an enjoyable curriculum for my students and present happy learning memories!

Story #2

Li Ruike

English is so hard!!

I can't believe that I have learned English for over ten years, and yep, I am still not good at it. There are two things I remember most when I was in China. The first thing is that once there's a foreigner ask me how to get to the bus station in very poor Chinese that I can hardly understand, thus I answered her in English, then my Chinese friends looked at me as if I did something that is really a big deal. Yep, all my friends have learned English for over ten years as well. The second thing is when my foreign friend Laura came to my dorm and invite me to have dinner with her, my roommate didn't say anything with Laura, but when I came back, my roommate said she is so excited to see a foreigner with such a close distance. Then I ask her why she didn't talk to Laura since she is so excited, she answered me "I don't know what to say, and my English is so bad". You can't believe she just pass College English Test.

But English is so useful!

I made some friends in this semester who come from different countries, such as Korea, Japan, Canada, and France. For most of them, English is not their native language neither, but we still need to use English to communicate, and the conversation goes very well, I think. For example, I just went to New York city with one of my Japanese friend. Even though I am learning

Stories about Learning English

Japanese and she can speak a little bit Chinese, we still need to use English to communicate.

Here is only one thing I don't understand but it really happens to me, it's that I am not dare to talk to English native speakers. Even though lots of them are patient enough to repeat it again, I still feel so guilty for I waste their time again. It won't happen when I speak to other ELL students, maybe it's because I am still not confident with my English, and I hope my English could get better in this year.

Story #3

Zhiling Yang

I will never forget my first quiz of English in my life. It was in my first year of middle school and it was right the time for students of my age to start English-learning. In the first unit, I learned how to read and write the capital and small letters in the alphabet, how to read cardinal numbers from 1 to 10, the usage of articles as of *a*, *an*, and *the*, and some simple nouns such as *egg*, *face*, *chair*, *desk*, *etc.* I was completely unaware of the importance of learning English a new language which turned out to be my subject of teaching career at that time, but was absorbed by this exotic and magical play and combination of merely 26 letters. I had two English classes every week, and the interval of waiting for the classes seemed to be so long. When the time of the class began, I was so excited, sitting straightly, watching and listening sharply, and taking notes carefully.

The first quiz took place after 3 weeks of learning. I finished the whole quiz in 20 minutes on the given 40 minutes. It had been 2 days before English teacher returned the graded quiz, and she returned everyone's but mine. I was so confident of the full mark when

Stories about Learning English

my English teacher knocked the desk for attention. She tried to hold back her small smile and said: "We have a brilliant and top 1 student in the class who nearly gets a full mark. The only mistake she made is the spelling of "three", which is not supposed to be "Turee". I'm sure she will do better next time."

It was right the moment that I realized that one can never be too careful and that everyone needs to pay attention to any tiny detail in learning English.

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Materials and Resources:

<http://www.colorincolorado.org/> Lots of ENL resources.
<http://www.everythingsl.net/> Stages of Second Language Acquisition and lots of ENL resources.

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The English Language Learners' School Day in NYS....

THE ENGLISH LANGUAGE DEVELOPMENT

COMPONENT... Requires that English as a New Language (ENL) instruction be offered through two settings:

(1) Integrated ESL (ESL methodologies in content area instruction co-taught or taught by a dually certified teacher)
and

(2) Stand-alone (ESL instruction to develop the English language needed for academic success). (Regulations 2014, p. 7)

2 unit a day – 72 mins (Beginning/Entering and Intermediate/Emerging)

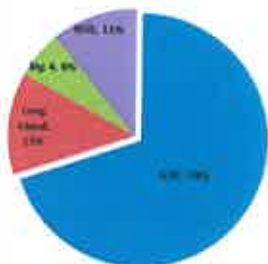
1 unit a day – 36 mins (Intermediate/Transitioning and Advanced/Expanding)

*For the rest of the school day, the students are in **content classes, or one Elementary classroom**, where teachers teach alone in English using sheltered instruction.*

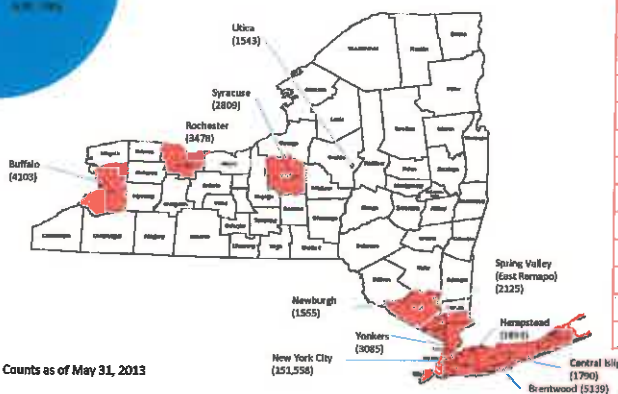
The content area instructional component:

The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way, and shall be designed to develop cognitive skills of [limited English proficient pupils]

New York State Demographics



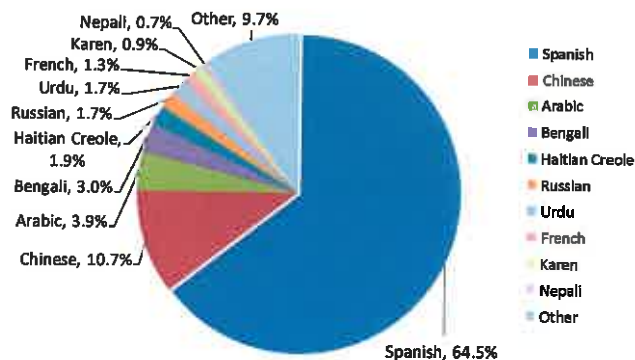
Large geographic distribution, with ELLs concentrated in a handful of large urban districts (NYC, Brentwood, Buffalo, Rochester, Syracuse, Yonkers), but many small rural and suburban districts that also have ELLs and have many LOTE programs.



Source: Public School LEP Counts as of May 31, 2013

New York State Demographics

2012-13 Top 10 ELL Home Languages



Linguistically diverse state with over 140 languages spoken by our students.