English Language LEARNERS

A presentation offered by the students in the class:

EDU 383/583 Teaching English Language Learners Across the Curriculum

Thursday, May 4, 2017
Hewitt 228B
5-6:45pm

Strategies to help English Language Learners be successful in your classroom

and

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

Topics:	Presenters:
Performance Indicator A:	Dr. Fairbrother
Performance Indicator B:	Jiahui Fu
Performance Indicator C:	Kenneith Teamoh
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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

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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.

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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)

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"...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.

Bilingual Education Program:

The Definition:
Stephen D. Krashen: Bilingual education refers to situation in which students are able to study subject matter in their first language (L1) while their weaker language skills catch up (p.36).

Trembley's view: Bilingual Education is intended to permit students who speak little or no English to learn reading, writing, arithmetic and other basic subjects in their primary language while they are acquiring proficiency in English (September 4, 1980b.p.1).

Bilingual Education Program Models:
1. Transitional Bilingual Education:
"This program provides instruction in children's native language to help them progress academically, in content areas while they acquire English...The primary goal is to help students transition to mainstream, English-only classrooms as quickly as possible. The linguistic goal of such programs is English acquisition only."
2. Dual Language Program Model:
"These programs are designed to help native and non-native English speakers achieve bilingualism, biliteracy, cross-cultural competence, and academic proficiency equal to that of students in mainstream programs...This program is typically found in elementary grades but can run from grades k to 12."

Bilingual requirements under the Common Core State Standards:
English as a New Language program shall mean a reteach-based program comprised of two components: a content area instructional component in English with home language supports and appropriate scaffolds, and an English Language development component(2014,p22).

The English Language Development component:
Integrated English as a New Language shall mean a unit of study or its equivalent in which students receive core content area and English language development instruction (2014, p23).
Stand-alone English as a New Language shall mean a unit of study or its equivalent in which students receive instruction in order to acquire the English language needed for success in core content courses. A student shall not receive Stand-alone English as a New Language in lieu of core content area instruction (2014, p26).

Alternatives to Bilingual Education:
1. Submersion or "Sink or Swim":
Submersion: "In submersion program, NEP children are simply placed in the same classroom as native English speakers and the regular curriculum is followed. There is no organized attempt to

provide any special instruction or extra help for these children. Although sympathetic teachers often try to do something, all instruction is in English" (p.36).

Sink and Swim: "Sink and Swim provides more exposure to English, and the more exposure to English received, the better off children are"(p.36).

2. Submersion + ESL:

"In submersion plus ESL, NEP children are usually given a separate ESL class for some prescribed period of time, usually an hour per day (termed "pull-out"). The rest of day is spent in classes with native English speakers, and the NEP students attempt to follow the all-English curriculum" (p.36).

3. Immersion:

"Immersion typically refers to the programs in the majority language children are instructed in a second language...Typically, immersion students receive all instruction in the second language, with the exception of language arts in the first language" (p.37).

Requirements of Bilingual Education and Second Language Acquisition:

- Provide Comprehensible Input in the Weaker Language
- Maintain Subject Matter Education
- Maintain and Develop Children's First Language

The benefits of Bilingual Education:

According to John Benson, bilingual education has benefits as following:

- Cognitive Ability: The bilingual background involves brain activity and flexibility at it relates to mathematics, problem solving, logic and memory. Bilingual students are used to think in different languages, thus it helps them to employ flexibility thinking skills.
- Social/Emotional: If student's home language is valued, his or her self-image is more positive.
- Educational advancement: Students can increase educational advancement by learning the content in both languages.
- Family: Students can learn both languages rather than losing their initial heritage.
- Health: "More reserve brainpower, enhanced by being bilingual from an early age, helps protect against memory losses caused by Alzheimer's and dementia" (p.63).
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The Primary Language:

It is students' rights and asset to use their own language in the classroom learning. For ELLs, the home language can help their content and language learning as well.

As a right and as an asset for English Language Learners:

Language Legislation and Linguistic Rights, Dougles A. Kbbee:

The Minister of Education, Professor S.M.E Bengu, issued a statement in 1995 pre-empting a discussion document on the framework for a new language in educational policy. The two main goals of this are, (1) to promote multilingualism in the schools and (2) to ensure the development of the cognitive skills of all learners by using the learners' home languages.

Article 23 of the Universal Declaration of Linguistic Rights:
- Education must help to maintain and develop the language spoken by the language community of the territory where it is provided.
- Education must always be at the service of linguistic and cultural diversity and of harmonious relations between different language communities throughout the world.
- Within the context of the foregoing principles, everyone has the right to learn any language.

Article 24 of 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 of 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 of 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.

Article 29 of the Universal Declaration of Linguistic Rights:
- Everyone is entitled to receive an education in the language proper to the territory where he/she resides.
- This right does not exclude the right to acquire oral and written knowledge of any language which may be of use to him/her as an instrument of communication with other language communities.

Article 30 of the Universal Declaration of Linguistic Rights:
The language and culture of all language communities must be the subject of study and research at university level.

Article 27 of the International Covenant on Civil and Political Rights:
In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

The Benefits of Using Home Language in Teaching:

Language Rights of Linguistic Minorities A Practical Guide for Implementation:

Various studies from the World Bank,[1] UNESCO,[2] and in many countries in different parts of the world[3] confirm that the proportionate use of the language of minorities in education, combined with quality teaching of the official language: is more cost effective in the long term; reduces drop-out and repetition rates; leads to noticeably better academic results, particularly for girls[4]; and improves level of literacy and fluency in both mother tongue and official or majority language.

These benefits of education through the mother language are now fairly well established scientifically through studies in different parts of the world with minority children.[5]
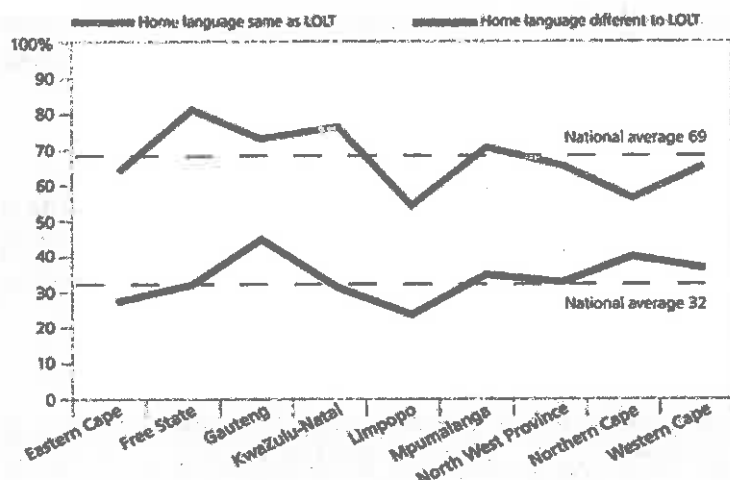
Source: Grade 6 Systemic Evaluation National Report, Pretoria: Department of Education, 2005

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[1] Dutcher, N. in collaboration with Tucker, G.R. (1997): The Use of First and Second Languages in Education: A Review of Educational Experience, Washington D.C., World Bank; World Bank (2005) In their own language, Education for All, Washington, D.C., The World Bank, http://siteresources.worldbank.org/EDUCATION/Resources/Education-Notes/EdNotes_Lang_of_Instruct.pdf

[2] UNESCO Principles of Language and Education (2003); Reaching the unreached: indigenous intercultural bilingual education in Latin America, UNESCO Background paper prepared for the Education for All Global Monitoring Report 2010.

[3] Improving the Quality of Mother Tongue-based Literacy and Learning: Case Studies from Asia, Africa and South America, UNESCO, UNESCO Bangkok, 2008; Kosonen, Kimmo & Person, Kirk R. (2013) Languages, Identities and Education in Thailand. In Peter Sercombe and Ruanni Tupas (Eds.) Language, Identities and Education in Asia. Palgrave Macmillan; US State Department, http://edsource.org/today/2013/aclu-sues-state-over-english-language-instruction/30901#.UvsFZ_t_LSe

[4] Carol Benson, Girls, Educational Equity and Mother Tongue-based Teaching, UNESCO, Bangkok, 2005. http://www.unescobkk.org/resources/e-library/publications/article/girls-educational-equity-and-mother-tongue-based-teaching/

[5] Improving the Quality of Mother Tongue-based Literacy and Learning: Case Studies from Asia, Africa and South America, UNESCO, UNESCO Bangkok, 2008; Kosonen, Kimmo & Person, Kirk R. (2013) Languages, Identities and Education in Thailand. In Peter Sercombe and Ruanni Tupas (Eds.) Language, Identities and Education in Asia. Palgrave Macmillan; Reaching the unreached: indigenous intercultural bilingual education in Latin America, UNESCO Background paper prepared for the Education for All Global Monitoring Report 2010, p. 36; Dutcher, N. in collaboration with Tucker, G.R. (1997): The Use of First and Second Languages in Education: A Review of Educational Experience, Washington D.C., World Bank.

South Africa: Grade 6 language achievement by province: where the home language is the same as the language of learning and teaching (LOLT); and where the home language is different from the LOLT. The blue line indicates the much better academic performance of children taught in their own language in the first years of education, as opposed to those taught in a language not their own (black line).

In Senegal, students taught in mother language achieved a pass rate of 65 %, compared to national average of 50.9 % for those taught in official language.[6]

In Guatemala, long-term cost saving in using mother language of minorities as language of instruction estimated to equal the cost of primary education for 100,000 students, or a potential saving of over US $5 million.[7]

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[6] Agence universitaire de la francophonie (2010), Les langues de scolarisation en Afrique francophone: Enjeux et repères pour l'action, Rapport général, AUF, Paris, p. 83.

[7] Patrinos, H. & Velez, E. (2009) Costs and benefits of bilingual education in Guatemala, A partial analysis. International Journal of Educational Development 29 (6), 594–598, at p. 597.

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

Federal Protections

Title VI of the Civil Rights Act of 1964 prohibits recipients of federal financial assistance from discriminating against or otherwise excluding individuals on the basis of race, color, or national origin, in any of their activities. Title VI, 42 U.S.C. provides: No person in the United States shall, on the ground of race, color or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance.

Court Cases: Rulings that Support Bilingual Education

United States v. Texas

United States v. Texas (1971, 1981) includes mandates that affect all Texas schools. The court ordered the district to create a plan and implement language programs that would help Mexican American students learn English and adjust to American culture and also help Anglo students learn Spanish. The court relied heavily on the testimony of José Cardenas and his theory of incompatibilities, which blames the educational failure of students on the inadequacies of school programs rather than on students themselves.

Serna v. Portales

Serna v. Portales (1974) was the first case to raise the issue of bilingual education outside of the context of desegregation (Del Valle, 2003). The case dealt with a White-majority school in New Mexico that failed to meet the unique needs of "Spanish-surnamed students." It was argued under Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of "race, color, or national origin" in any program that receives federal funding. The court found the school's program for these students to be inadequate. The judge declared, "It is incumbent on the school district to reassess and enlarge its program directed to the specialized needs of the Spanish-surnamed students" and to create bilingual programs at other schools where they are needed. This case was first decided in 1972. Later it was appealed to the 10th Circuit Court of Appeals and decided in 1974 just six months after *Lau*. Like *Lau*, it makes clear that schools cannot ignore the unique language and educational needs of ELL students.

Aspira v. New York

Legal action taken by Puerto Rican parents and children in New York in *Aspira v. New York* (1975) resulted in the Aspira Consent Decree, which mandates transitional bilingual programs

for Spanish-surnamed students found to be more proficient in Spanish than English. The Aspira Consent Decree is still in effect and has been a model for school districts across the country, though it is frequently under attack by opponents of bilingual education.

Rios v. Reed

Bilingual education in New York received a further boost a few years later in *Rios v. Reed* (1978). The case was argued under Title VI of the Civil Rights Act and the EEOA. Puerto Rican parents brought suit claiming that many so-called bilingual education programs were not bilingual but based mainly on ESL. The federal court found the district's bilingual programs to be woefully inadequate, pointing to the lack of trained bilingual teachers and the absence of a clearly defined curriculum, clear entrance and exit criteria, and firm guidelines about how much instruction should be in the native language of the students. Although the court issued no specific remedies, the federal Office of Civil Rights came in to ensure that the district made improvements. This case is significant because it made a strong case for offering bilingual education and for doing it right.

San Antonio Independent School District v. Rodriguez

Another Texas case, *San Antonio Independent School District v. Rodriguez* (1973), although not directly related to bilingual education, had some serious implications for it. It dealt with inequalities in school funding, with the plaintiff charging that predominantly minority schools received less funding than schools that served predominantly White students. The case was argued under the Equal Protection Clause of the 14th Amendment, but the U.S. Supreme Court ruled that there is no fundamental right to an education guaranteed by the Constitution. Indeed, if there is no constitutional right to an education under the 14th Amendment, as Del Valle (2003) points out, "there is clearly no constitutional right to a *bilingual* education"

Flores v. Arizona and Williams v. California

Because of this case, all subsequent cases over inadequacies in school funding have had to be argued under state constitutions. Some of these cases, such as *Flores v. Arizona* (2000) and *Williams v. California* (settled in 2004), include or specifically address inadequacies related to the education of ELL students. But despite court orders in Flores to increase funding for ELL students, state legislators and educational leaders have used a wide variety of stall tactics and legal maneuvering to avoid fully complying with the court's order.

In 2009 the Arizona legislature and the state superintendent of public instruction appealed the case to the U.S. Supreme Court. The high court essentially agreed with the state leaders that the situation in Arizona for ELLs had changed substantially since the original lower court ruling, and thus the lower courts must take these changes into consideration. Although the ruling was disappointing to the plaintiffs, it nonetheless keeps the legal battle alive, with the attorney and

advocates in the state gathering new evidence of the harm caused by recent state policies and the underfunding of ELLs' education. This case demonstrates that even when courts issue decisions with specific mandates, changes do not happen immediately and are often resisted by political figures who disagree with the decision.

Castañeda v. Pickard

The right to bilingual education suffered a further blow in 1981 in *Castañeda v. Pickard*. The case originated in Texas, where plaintiffs charged that the Raymondville Independent School District was failing to address the needs of ELL students as mandated by the EEOA. The federal court ignored the old assumption that Lau and the EEOA mandated bilingual education. Nevertheless, it did find that Raymondville fell far short of meeting the requirements of the EEOA. A major outcome of this case is a three-pronged test to determine whether schools are taking "appropriate action" to address the needs of ELLs as required by the EEOA.

The **Castañeda standard** mandates that programs for language-minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers (Del Valle, 2003). Since the U.S. Supreme Court decision in Lau, two other lawsuits have been decided in the high court that, while not related to bilingual education, nonetheless undermine the original legal argument of Lau. [These two cases are *Regents of the University of California v. Bakke* (1978) and *Alexander v. Sandoval* (2001).] Thus, the Castañeda standard, which encapsulates the central feature of *Lau* — that schools do something to meet the needs of ELL students — has essentially become the law of the land in determining the adequacy of programs for ELLs.

Del Valle (2003), however, points out the shortcomings of the Castañeda test. Referring to prongs 1 and 2, she notes that nearly any program can be justified by an educational theory and that some approaches require very little in the way of staff or funding. Of even greater concern is that, under prong 3, a certain amount of time must pass before a determination can be made about the adequacy of the programs. Thus, many students may be harmed before inadequate programs are identified and rectified.

Otero v. Mesa County Valley School District

In the 1980s, in the wake of *Lau*, support for bilingual education was eroded by the courts. For example, a case in Colorado, *Otero v. Mesa County Valley School District* (1980), failed in the plaintiffs' attempt to obtain a court order for bilingual education. The plaintiffs wanted a plan for its Mexican American students like the one based on the testimony of Cardenas that was recommended by the court in *United States v. Texas* (1971) even though they made up a small number of students in the district, and less than 3% could even speak or understand Spanish. As

in *United States v. Texas*, the court's decision made it clear that despite Lau, there is no constitutional right to bilingual or bicultural education (Del Valle, 2003).

Keyes v. School District No. 1

In another Colorado case, *Keyes v. School District No. 1* (1983), the court also rejected a Cardenas-like plan on the basis that Lau did not mandate bilingual education and that according to the decision in Rodriguez there is no constitutional right to education. The bilingual education component was just one part of this complicated desegregation case. Del Valle suggests that the court seemed content that the district was simply offering a "number of programs" for ELLs, without examining the adequacy of these programs. This issue of program adequacy, however, was addressed in subsequent lawsuits.

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 1986 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.

"...Effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting Teaching Strategies and Materials."

- Oral and written language includes listening, speaking, reading, and writing

Language	Receptive	Productive
Oral	Listening	Speaking
Written	Reading	Writing

Four Language Domains

(Musanti, S.I. & Rodriguez, A.D., 2015)

- Academic language consists of three levels

  - Discourse level (genre/text types)

  - Sentence level (forms of language use)

  - Word/phase level (vocabulary)

- Teachers should set language objectives in the four language domains to improve the students' academic language.

- Teachers should understand the difference between social language and academic language acquisition.

  - BICS (Basic Interpersonal Communications Skills) - the form of language commonly associated with daily conversations in the hallway, before class or social events. It takes approximately 2-3 years for students to become proficient

in BICS. Teachers are often confounded when students have developed BICS

proficiency but struggle in the classroom setting because they have not yet

developed CALP.

- o CALP (Cognitive Academic Language Proficiency) - students must develop CALP in

  order to comprehend the academic or abstract concepts. It may take 7-10 years

  to acquire CALP.

- Teachers should accurately evaluate the students' language proficiency levels and place

  them in appropriate ELD instruction, but they should not be segregated throughout the

  rest of the day.

  - o It is recommended for students in lower level of language proficiency to have

    more ENL units (ENL instructional time: stand-alone ENL, or integrated ENL).

- **Suggested Approaches and Strategies:**

  - o ELD (English Language Development)- primarily focuses on language

    development such as sentence structure, grammar and usage

    - ELD instructions should

      - Explicitly teach forms of English such as vocabulary, syntax,

        morphology, functions, and conventions

      - Emphasize academic language as well as conversational language

      - Incorporate reading and writing while emphasizing listening and

        speaking

- Integrate meaning and communication to support explicit teaching of language

- Maximize use of English; Use the primary language strategically

- Include interactive activities among students that are carefully planned and carried out

- Provide corrective feedback

o SDAIE (Specifically Designed Academic Instruction in English) - allows ELLs full access to key curricular concepts while acknowledging their level of English proficiency

- Make input comprehensible

- Utilize intonation, volume, pauses, rephrasing, repetition, facial expression, and body language effectively.

- Utilize pictures, graphic organizers, word webs, reference charts, etc.

- Incorporating hands-on activities

- Pause instruction to make comprehension checks

- Tap prior knowledge by using inquiry charts (KWL), concept webs, etc.

- Modify the use of the text by pointing out features of the textbook that would help ELLs focus on each chapter's major concepts and create charts or notes.

- Create a positive, encouraging learning environment with cooperative groups

- SIOP (Sheltered Instruction Observation Protocol) model- integrate content and language instruction to teach students learning through a new language; teachers employ techniques that make the content concepts accessible and develop students' skills in the new language

  - Make connections with students' background experiences and prior learning

  - Develop academic vocab

  - Comprehensive input

  - Teach effective learning strategies to students

  - Encourage student interaction

  - Foster activities to practice and extend language and content learning

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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.

English Language Learners and Native Speakers:
Every student learns differently and it is up to the teacher to provide comprehensible instruction for everyone. Many strategies that are commonly used for native English speakers such as the use of visual aids, graphic organizers, and word walls are equally helpful for ELLs. Not every strategy works for every student and content must be differentiated for English language learners just as it needs to be for native speakers.

ELLs are broken down into 5 development levels: beginner/entering, intermediate/emerging, intermediate/transitioning, advanced/expanding, and proficient/commanding. Each year students are tested to see which stage they are currently in, this impacts how much time the student will spends learning explicit English language development instruction (ELD). There are two components of ELD; integrated and stand-alone instruction. Integrated instruction is the time students receive English language development instruction in the core content areas separate from their time in their core content area subjects. Integrated instruction involves having the core content teacher and an ESL teacher co-teach the class as the ESL teacher supports the ELLs during language instruction (or a dual certified teacher). Stand-alone instruction provides the skills in English that ELLs need in order to be successful in their core content area subjects. The class is separate from the core subjects and is taught by an ESL teacher.

Sheltered Instruction Observation Protocol:

Supports conversational and academic language, the language skills required for both are different but are equally important. Conversational or social language is usually developed faster than academic language.

Work at the learner's development level, teachers would not expect a middle school student to be able to read at the 12th grade level therefore, teachers should not expect an emergent learner to be able to comprehend the same content as a learner who is advanced.

Make engaging lessons that tap into the auditory, visual and kinesthetic preferences of the learners. Build background knowledge in each subject using relevant vocabulary that prepares learners for the English-medium classroom. Provide comprehensible input that is meaningful to the content and highlights declarative and procedural knowledge.

Use supplementary materials that present information in a variety of ways through repetition or pattern for reinforced learning. Practice and application makes learning more achievable for students at various levels of proficiency. Review and assessment of lessons and materials gives teachers feedback on how to revise the lesson for different learners, cultures, and groups of students. This also allows teachers to judge how well a student is progressing and understanding the content.

SIOP is based on SDAIE or Specifically Designed Academic Instruction in English.

SDAIE Strategies:

- Speak slowly and repetition
- Lots of visuals and realia
- Context embedded
- Manipulatives and hands on
- Limit use of idiom
- Activate prior knowledge
- Limit teacher-centered lectures
- Focus on the meaning, not the form
- Cooperative learning
- Graphic organizer
- Games

- Media
- Preview-review
- Comprehensible input
- Art
- Drama
- Alternative assessment
- Use gestures and facial expressions
- TPR (total physical response)
- Multicultural activities
- READ!

Scaffolding:

Give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime. Proverb

Scaffolding is the assistance a teacher provides a student to learn how to complete a task that the student will eventually be able to complete on their own.

Successful scaffolding starts when teachers learn about the cultural background of ELLs and their experiences inside and outside of the US. Then, incorporate their cultural experiences in the classroom. This helps ELLs relate to the content that is being taught and it allows their classmates to better understand their peers. There are times that learners will not have the prior background knowledge they need, in these situations teacher must create shared experiences.

The zone of proximal development is the gap between what the learner can do without help and what the learner can do with the help of a teacher. Successfully coordinating with learners will lead them to handle new tasks and situations in critical thinking and problem solving.

Context:

Context is more than just the setting in which language is used. Each culture has their own sets of expectations for how language is spoken, written, and perceived based on their context of culture.

- The *field* is the topic of what is being talked or written about.
- The *tenor* is the relationship between the speakers, listeners, writers and readers.
- The *mode* is the channel of communication, whether it be written or spoken.

Explicit Language:

Explicit language provides the information to create context for a text. Through explicit language we are able to develop ELLs the ability to face increasingly complex language demands in school despite the fact that it is not in their home language.

Through explicit language we are able to develop ELLs ability to face increasingly complex language demands in school despite the fact that it is not in their home language.

Pedagogy:

A teacher's pedagogy should enable all students to critically think and problem solve. There are three ideologies that are commonly used:

- *Transmission and reception* describes students as an empty container in which teachers fill with knowledge.
- *Progressive* pedagogy sees the student at the center of the process and learns through inquiry of the teacher.
- *Sociocultural* expresses student development as a social construct rather than individual, meaning that what, how, and why we learn is based on our collaboration with others.

Using the Home Language:

There are many benefits to using the home language, however, many people believe that using the home language will limit the language skills that ELLs will learn in English.

> "There is no controversy over the positive effects of home language instruction on home language skills. This should be seen as an important outcome in itself, given the many possible advantages - intellectual, cultural and economic - of bilingualism and biliteracy." (Goldenberg 2013, p.9)

Teaching Academic Content in the Home Language:

There is an inherent advantage to teaching in the home language - Bilingualism

> "Bilingual education teaches to produce better outcomes in English; at worst, it produces outcomes in English equivalent to those produced by English immersion." (Goldenberg 2013, p.9)

Translanguaging hybrids related language and context from both languages.

Code switching is the shifting between two languages. The ability to code switch is often a positive sign of bilingualism in students.

Using the Home Language as a Support:

When instruction occurs entirely in English, the home language can be used to facilitate learning content and skills in English.

Home language support can appear in many forms, such as:

- *Cognates*
  - Teachers should teach new vocabulary words that occur in the text and subject matter and tie it into prior learning.
  - Use words with shared meanings and etymological roots.
- *Brief explanations*
  - Describe a piece of information using the home language but not as a direct translation.
- *Previews and reviews*
  - Describe the content in the home language before it is taught in English.
  - After the lesson, check for understanding and review the content using the home language again.
- *Strategies to be applied in English*
  - Some students may not know the context of how language is used in the US.
  - Strategies for reading, writing, speaking, and even studying may need to be taught in the home language to be applied to content in English.

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.

What are the research-based instructional strategies?

Research-based instructional strategies are intended to promote students engagement,

motivation, and independence as they master the standards-based learning objectives. The

strategies include general approaches that can be applied across a variety of content areas

such as questioning strategies, providing feedback, summarizing, and note-taking.

Class mode: student-centered
Students' role: discoverer, observer

Three factors for choosing instructional strategies

1. Special learners: background, learning style, diverse needs, interests, and preferences

2. Students learning objectives:

    BICS (Basic Interpersonal Conversational Skills)

    CALP (Cognitive Academic Language Proficiency)

3. Stages of second language acquisition (Table 1)

Research-based principles of instruction for ELLs

- Focus on academic language, literacy, and vocabulary;
- Link background knowledge and culture to learning;
- Increase comprehensible input and language output;
- Promote classroom interaction;
- Stimulate higher order thinking and the use of learning strategies.

Provide scaffolding

What is the scaffolding?

A teacher uses a scaffold to support a student's understanding of a concept or skill. It is a special kind of help that assists learners in moving toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone. It is future-oriented and aimed at increasing a learner's autonomy.

[1] Instruct in small step

1. Model each step and demonstrate the authentic tasks (Table 2) to allow them to see mathematical process rather than just hear or read about them.
2. Work through activities before asking students to try them.
3. Use examples, gestures, actions, and materials to explain and clarify directions.
4. Move from simple commands to either/or questions to predicting/estimating questions to how/why questions to comparing/estimating questions to full-scale discussions and problem-solving sessions involving higher-order thinking skills.

[2] Small group work

5. Monitor the discussion process of each group and give the proper instruction.
6. Let each of group member have their specific responsibility to take part in.
7. Allows ELLs exchange ideas and communicate in English.

[3] Graphic organizers

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

[4] Giving frequent feedback

- Frequently assess your students' understanding by asking them to tell you what they think you just said, by asking them to give examples and explain key words.
- Respond to grammatically incorrect answers by recasting them using standard English syntax.

Table 1

Stages* of Second Language Acquisition

*Note: A second language learner does not stay set in a particular stage. Given the setting, vocabulary, and prior knowledge of the subject matter, a student's English linguistic proficiency will naturally flow form one stage to another.

Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Continued Language Development
10 hours to 6 months 500 receptive word	An additional 6 months 1000 receptive/active words	An additional 1 year 3000 active words	An additional 1 year 6000 active words	5 to 7 (10) years Content Area Vocabulary
Teacher can expect student to: * Point to item/picture/person *Perform an act *Gesture and nod *Say yes or no *Internalize new language	Teacher can expect student to: *Answer with yes or no *Answer questions with one word *Use two+ words *Use repetitive language patterns *Begin to verbalize while still internalizing English	Teacher can expect student to: *Use 3+ words and short phrases *Use beginning dialog *Use full simple sentences	Teacher can expect student to: *Use complex statements * State opinions *Speak at length * Ask for clarification *Share original thoughts	Teacher can expect student to: *Participate fully in the grade level classroom activities with support for comprehension and use of academic language *Need support in filling gaps in cultural and/or background knowledge
Suggested Activities * Visual aids and gestures * Oral and written key word emphasis * Oral production is not forced * Journal writing using pictures, native language, or basic English	**Suggested Activities** * Language experience * Role playing/Charades * Journal writing * Picture reports * Reading and writing conferences with support from teachers and peers	**Suggested Activities** *Writing process and conferences *Journals (content and personal) *Creating charts, graphs, tables * Book talks with peers * Writing basic paragraphs * Listing predictions	**Suggested Activities** * Paraphrasing * Outlining/webbing/mapping * Oral discussions/debates * Compare/contrast * Journals * Reading a variety of genres * Group panels * Analyzing/interpreting data	**Suggested Activities** * All previously mentioned activities, and grade level expectations, with adaptations and support as needed

-2-

Terrell, A Natural Approach to Second Language Acquisition.
Modern Language Journal 6, pp. 325-337
PRESENTATIONS. Stages of Second Language Acquisition - Chart

Table 2

Type of Task	Examples	Details
Listing	Brainstorming, fact finding	A party list, memory challenge, qualities for a job
Ordering and sorting	Sequencing, ranking	Jigsaw activities, best way to do something
Comparing	Finding similarities, finding differences	Listening to TV programs, spotting differences between pictures
Problem solving	Giving advice, planning	Responding to an advice column, planning a dinner
Discovery	Finding something new	Learning about the Pyramids
Debating	Debating how to protect something	How best to save the earth

"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."

Identifying your English Language Learner students:

In New York, Districts must screen process for all newly enrolled students or students with low test scores to determine if the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken. This is determined through a home language questionnaire, an informal interview in English and the native language, and the students' performance on an English proficiency exam.

After ELL students are identified it is important for teachers to learn about your students and their culture. Then, teachers need to identify what level of proficiency their ELLs are at. Once the level of proficiency is determined, teachers can begin to activate prior knowledge. Valuing the student's native language is also key.

Here are two ways English Language Learners develop English language skills:

1: BICs: Basic interpersonal Conversational Skill

BICs are the language skills that are needed in social situations. It is the day-to-day language need to interact socially with other people. ELL's use these BIC skills when they are on the playground, the school bus, the lunch room, sports, etc. These language skills usually develop within six months to two years after arrival in the U.S.

2: CALP: Cognitive Academic Language Proficiency

CALP refers to formal academic learning. It includes speaking, reading, listening, writing about the content areas. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes five to seven years.

For ELL students to be active participating learners they must be able to understand the vocabulary.

Three Tiers of Vocabulary

Tier 1: Basic Vocabulary

Tier one consists of the most basic words. These words rarely require direct instruction and typically do not have more than one meaning. At this level students should be able to identify nouns, verbs, adjectives, and early reading words. For example: happy, sad, dog, cat, boy, girl.

Tier 2: High Frequency/Multiple meaning Vocabulary

Tier two consists of high frequency words that occur across a variety of areas. These words occur often in mature language situations such as adult conversations and in literature. This strongly influences speaking and reading.

Tier 3: Low-Frequency, Context-Specific Vocabulary

Tier three consists of low-frequency words that occur in specific areas. These areas include subjects in school, hobbies, occupations, technology, weather. These words are usually learned when a specific need arises, for example learning chromosomes for a biology lesson.

Strategies for teaching vocabulary:

Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, for ELLs. This will give them the chance to identify words and then be able to place them in context. Here are some ways to pre-teach vocabulary to ELLs.

Role playing or Using gestures

Showing real objects or Pointing to pictures

Doing quick drawings on the board

Using the equivalent of the student's home language then asking students to say the word in English

What is Scaffolding?

Scaffolding is providing a support for students as they learn new skills or information. The end goal is for students to complete the task on their own. Below are some ways to scaffolding for students.

Small Group Work

Advantages of learning in small groups is that time can more flexible to where it is needed. If one or two children are struggling with a concept, then it is likely worth the entire group working a bit harder on said topic, or failing that, it can be easier to monitor the rest of the students whilst taking one student to the side for individual attention.

Graphic Organizers

Using graphic organizers can be extremely helpful for both students and teachers. It simplifies the teaching and the learning process while making it more enjoyable and interactive for everyone. Graphic organizers have dual functions. They are effective as both a teaching and learning tool. As an instructional strategy, it helps teachers introduce topics, activate prior knowledge, and link it to new information.

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.

Part Ⅰ — Criteria

❖ For instruction

According to the document released by New York State Education Department: *Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts*, the requirements and criteria for instruction are listed as follows:

➢ **Use Scaffolding Techniques and Routines Consistent With the Common Core State Standards and Recent Research**

- Teach Academic Vocabulary

- Integrate Oral and Written Language Instruction Into Content Area Teaching

- Provide Regular, Structured Opportunities to Read for Multiple Purposes

- Provide Regular, Structured Opportunities to Write

- Capitalize on Students' Home Language Skills and Knowledge

➢ **Differentiate Instruction for Students at Diverse Levels of English Proficiency**

The New York State New Language Arts Progressions specify four levels of proficiency and literacy for ELLs—entering, emerging, transitioning, expanding—and one level of proficiency for ELLs that have just become proficient in English—commanding.

- ELLs at the entering and emerging levels of proficiency have access to text and instructions in their home language as well as in English. In addition, they have sentence frames to help them respond to text-dependent questions posed throughout the lesson.

- ELLs at the transitioning levels of proficiency have access to sentence starters.

- All students at these levels, as well as ELLs at the expanding level of proficiency, have access to word banks to help them engage in partner conversation and answer text-dependent questions.

❖ **For assessment**

Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction by:

- Using State assessments in conjunction with formative assessments.

- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.

- Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.

- Utilizing analytical rubrics that provide feedback on content knowledge and language development.

Part II— Strategies & Procedures

❖ **For instructional materials and teaching practices**

- Contextualizing the lesson: Acting out words, using visual and nonverbal materials and hands-on activities.

- Taping prior knowledge: Relate new instruction to students' prior knowledge by using inquiry charts (KWL), concepts webs, show and tell, and so forth.

- Modifying the use of the text

- Creating a positive affective domain or a feeling of low anxiety.

- Teaching study skills, such as, how to summarize and paraphrase, how to take notes and organize works, and so on.

- Using pictures and concretes materials: using drawings and photographs, common objects, math manipulatives, graphic organizers, word webs, and reference chars.

- Teaching language: using intonation, volume, pauses and repetition, as well as simplifying sentences.

- Using body language: using TPR (Total Physical Response), using gestures and facial expressions, using pantomime, and role playing.

- Connection: Linking concepts to students' familiar context or prior knowledge.

- Participation: using small-group and pairs to encourage students to participate, interact with and ask questions to each other, using nonverbal responses.

- Scaffolded learning: Modeling and demonstrating the learning process rather than just read about them; instructing in small steps to help check student comprehension before proceeding to the next step; giving frequent feedback to let students know how they are doing; expanding student responses to help them gradually produce more complex and advanced sentences.

- Motivation: Giving frequent encouragement; using practice games; listening patiently.

❖ **For Assessment**

o **Three steps of assessment**

(1) In-the moment assessments, which occurs as the teachers observe students engaging in classroom activities;

(2) Routine assessments, such as teacher evaluation of quizzes, journal entries, and homework;

(3) Summative assessments, such as teacher evaluation of student work at the end of a unit (i.e. final presentations, tests, theme projects).

o **Two types of assessment**

(1) Formative assessment

- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types
- interaction: teacher-student interaction; student-student interaction

(2) Summative assessment

- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information
- written assessment appropriate for intermediate/ early advanced English language learners

- Specific strategies for assessment

  - Reducing response materials for content area testing

  - Providing a version of the test with simplified language

  - Choosing key and/or main ideas for assessment

  - Simplifying directions

  - Reading test questions aloud

  - Supplying word banks for tests

  - Providing matching activities

  - Extending time to complete the tests

  - Using peer interpreters

  - Allowing the student to respond orally rather than in written form

  - Double grading students: One grade for content (correct responses) and one for structure (grammatical correctness) particularly for narratives and essays in all content areas.

  - Using portfolios to authentically assess student progress.

The resources of the booklet

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https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource

guides-english-language-arts-and

"...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"

Collaborating with students' families:

One of the most important things an educator with students that are English Language Learners (ELLs) in their classroom can do is collaborate with the students' families. However, one of the most difficult tasks for teachers can sometimes be engaging with ELLs' families about their child's education. Teachers frequently encounter trouble communicating with families of ELL students because of language barriers, transportation issues, and cultural differences.

Language Barriers:

One of the most common challenges that teachers face when trying to communicate and collaborate with families of ELL students is that the parents often do not speak English. This can be a challenge for teachers, but it is crucial that this collaboration takes place. When a teacher sends home a letter containing any information about the class or setting up a possible conference, it can be very beneficial if the teacher has the letter translated into the families' first language. Families that do not speak English as their first language may find it challenging to read the letters sent home and may disregard them. By translating the letters, you can help open the lines of communication and collaboration between the teacher and the family.

Families of English Language Learners often do not feel comfortable meeting with the teacher in person if they do not speak the same language as the teacher. One strategy to help solve this problem is by inviting a translator to the conference to allow for both the teacher and the family to communicate effectively (Haynes, 2010, p. 122). By having a translator present at the conference, the family will not feel uncomfortable trying to speak English and they will be able to understand exactly what the teacher is trying to communicate to them.

Transportation:

One issue that often can prevent a family from having an in person conference with the teacher is issues with transportation and availability. At times, it can be very difficult for a family to meet in person at the school because they may live far away. On top of this, it may be difficult for a family to find someone to watch their other children during a conference. Due to these inconvenience factors, some families may not want to have an in person conference. One strategy to help alleviate these issues is conducting home visits. A home visit is where the teacher travels to the home of the student. This strategy is very effective because it shows the family that you want the best for the student and will make accommodations to help their child. This strategy is very common throughout the Syracuse City School District and they have conducted over 1,000 home visits during the last school year.

Cultural Differences:

When interacting with families from various cultures, it is important to understand their cultural values and not to cross any cultural boundaries that would make the family feel uncomfortable. Before a conference takes place, teachers should research or ask other professionals about various cultural values before the conference takes place. One example of a cultural value that teachers should be mindful of is giving some families a firm handshake. Some cultures find this offensive and this would not be a good way to start a conference. A suggested strategy is offering a gentle handshake or bowing. Another example of a cultural value that could make a family feel uncomfortable is having too much eye contact. Most people in the United States make eye contact the entire time while speaking, but some cultures do not like when people make eye contact for a long period of time. Last, several cultures have different views on personal space. As an educator, it is good to be mindful of what is a comfortable distance to interact with the family.

Collaboration with ESL Teachers:

A key attribute to being an effective teacher is collaborating with the ESL teachers and providing the most beneficial support for the ELL student. Collaboration is a key aspect to all effective teaching and is necessary in all classroom settings. As a new teacher, it is especially beneficial to collaborate with other professionals that work with your students because it overall benefits the students' learning. Coordinating schedules for all of the teachers can be difficult, but it is absolutely necessary. Learning a new language can be very difficult and is a process that takes several years. In order to effectively educate all students in the classroom, it is necessary to regularly collaborate with ESL teacher supports.

When students are just starting off learning the English language, they are required to be pulled from classroom instruction for several hours a day to receive language support from the ESL teacher. It is important to collaborate with the ESL teacher to provide them with content related vocabulary that the ESL teacher can help support or develop with the ELL students. Students will then feel more comfortable and can follow along better when the content is being taught.

To teach ELL students in the most effective way, it is important for teachers to collaborate with ESL teachers at least once a week. One of the benefits of having an ESL teacher work in your classroom is that they can provide suggestions on how you can make your teaching more effective for the ELL student. Classroom teachers should tell the ESL teachers exactly what they plan on teaching that week, so that ESL teachers are on the same page and can provide the most beneficial support for the ELL students.

It is also very important to work with ESL teachers to modify assessments for ELL students. ELL students should not be assessed the same way as native English speakers and it is often necessary that their assessments be modified appropriately to properly check the understanding of the ELL students. The level of English proficiency from the student will determine the difficulty of the assessment. Some strategies to assess ELL students are providing extra time, giving verbal assessments, or asking the ELL student to give very short answers.

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NY State Education Department. (October 1, 2014) *Addition of Subparts 154-1 and 154-2 of the Commissioner's Regulations for the Education of Limited English Proficient/English Language Learners* http://www.regents.nysed.gov/meetings/2014/September2014/914p12a3.pdf

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Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. *American Educator, Summer 2013.* 13-25 38, 39.

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching* 10(1–4) 209-231

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Syracuse City School District. (2009). ESL, LOTE, and Bilingual Education. http://www.syracusecityschools.com/districtpage.cfm?pageid=557

Materials and Resources:

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

IDRA- Comparative Features of Two Bilingual Education Programs and their Philosophies UNESCO Declaration of Linguistic Rights. (1998). http://www.linguistic-declaration.org/versions/angles.pdf

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
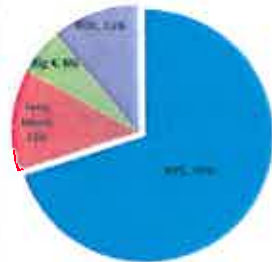
Large geographic distribution, with ELLs concentrated in a handful of large urban districts (NYC, Brentwood, Buffalo, Rochester, Syracuse, Yonkers), but many small rural and suburban districts that also have ELLs and have many LOTE programs.
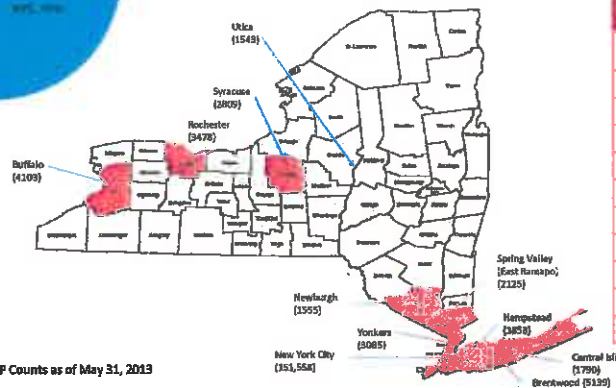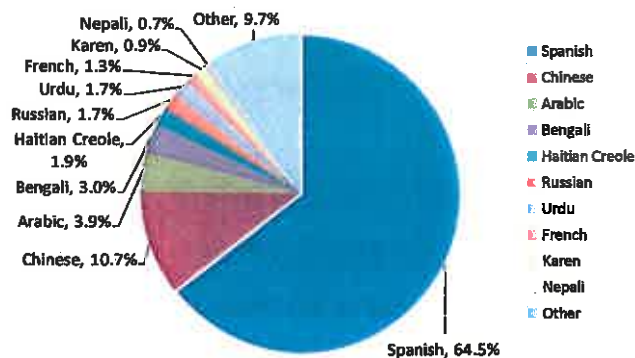
Top ELL Districts	# of ELLs
New York City	151,558
Brentwood	5,139
Buffalo	4,103
Rochester	3,478
Yonkers	3,085
Syracuse	2,809
Spring Valley	2,125
Hempstead	1,859
Newburgh	1,555
Central Islip	1,790
Utica	1,543

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

New York State Demographics

2012-13 Top 10 ELL Home Languages

Nepali, 0.7% — Other, 9.7%
Karen, 0.9%
French, 1.3%
Urdu, 1.7%
Russian, 1.7%
Haitian Creole, 1.9%
Bengali, 3.0%
Arabic, 3.9%
Chinese, 10.7%
Spanish, 64.5%

- Spanish
- Chinese
- Arabic
- Bengali
- Haitian Creole
- Russian
- Urdu
- French
- Karen
- Nepali
- Other

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