

Fourth PRESENTATION



A presentation offered by the students in
the class:

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

December 1, 2015

Hewitt 228C

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:

I] Stories from English Language Learners:

Chen Chen
Yanxuan Chen
Junglan Nam
Myeangjoo Yun

2] EAS TEST....

Topics:

Presenters:

Performance Indicator A:	Dr. Fairbrother
Performance Indicator B:	Sarah Peddle
Performance Indicator C:	Sarah Peddle
Performance Indicator D:	Carolyn Scanlon
Performance Indicator E:	Pete Sterpe
Performance Indicator F:	Cassandra Collins
Performance Indicator G:	Charlotte Marasco
Performance Indicator H:	Joanna Radzimowski
Performance Indicator I:	Kayla Smith

Stories about Learning English

Story # 1

I'm deeply grateful to my mother who led me to know another beautiful language—English. My mother held the opinion that English would be very useful and important studying part of my future life. Thus, she sent me to English tutoring organization before school English class. Since I gained the confidence of English, I develop an interest in learning English. However, I still felt embarrassed when I communicated with foreigners in English. My first time to talk to a foreigner happened when I was already an undergraduate student. It was really hard to believe I had learnt English for more than 10 years. Therefore I am still not confident to speak English. I really appreciate the chance to study at SUNY Oswego now. I'm still on the way of learning English by myself.

Chen Chen. China

Story #2

Being an English language learner in China for almost 16 years, I have never felt so close to English until I come here as an exchange student. Although the time is short, I have to say it is an awesome journey and I really appreciate the chance that I can study here, make friends with people from different countries, and participate in various interesting activities. I believe it is widely known that China has long been paying much attention to and valuing English learning. However, according to what I saw and experienced, the way that our teachers teach is not a

Stories about Learning English

wise choice. Why did I say that I have never been so close to English until I am here? That is because even though we used to spend a great amount of time on English learning, we were just forced to memorize and recite a set of grammar rules, vocabulary and sentence structures, and then took tons of tests to reinforce our knowledge about English. This kind of situation is popular in schools, especially in high schools where students have to strive for the college entrance exam which mainly focuses on testing English rules. The traditional English teaching system in China produces lots of numb students who are merely good at writing and reading. As for listening and speaking ability, we are not offered opportunities to practice, let alone to improve. I can't help asking myself. Have I really learned English rather than a variety of rules? Why can't I express myself or communicate with others fluently when I come here, but still keep focusing on grammar? I know I have already got used to this Chinese style of learning English; however, I also realize this doesn't facilitate to help me actually acquire English. During the period here, I recognize that language can be best learned through authentic tasks or settings, which enlightens me, who wants to be an English teacher in the future, that I should change the traditional way of teaching and turn to provide multiple practical opportunities for my students to use English.

Yungxuan Chen. China.

Stories about Learning English

Story #3

The story that I would like to share is writing papers in English, the biggest obstacle for me. Writing has been one of the most challenging parts while I have been learning English. When I arrived at SUNY Oswego to study in English, I was able to speak English well enough for daily life: making friends, traveling, and shopping. However, I was often surprised to find that writing essays and papers in English was much more difficult. Unfortunately, most of the classes that I took required for me to write a paper every week. Thus I tried to write a lot of academic essays and informal writings through my classes in Oswego, and consequently, my efforts lead to some improvements on writing in English. Overall, I realized that development of writing in English is a matter of devotion that we put our time and effort into writing, and no one would see the result coming unless he or she tries it out.

Myeongjoo Yun. Korea

Stories about Learning English

Story #4

When I was 5 years old, I went to Australia and there, I started learning English from easy expressions like 'what's your name' or 'how old are you'. Actually, at that time, those two questions were really confusing for me. I started learning English from practical sentences, not alphabets, grammar or vocabulary. Speaking to foreign people there using English was really interesting to me, so after that, I listened to stories, watched videos, and studied English. Since I was interested in English, teachers told me that I am really good at English as all teachers in all field do. However, as I enter the high school which is the foreign language high school, I began to lose interest in English because I had to 'study' English, not 'enjoy' communicating in English. After that I did not feel learning English interesting "before" coming here, Oswego. For this semester, I studied, communicated, and met friends all over the world using English. At the first time I came here, I thought that it could be hard to adapt to life in the U.S, but soon, my grades became better as I enjoy classes and I could happily learn diverse cultures and thoughts from friends. Now, I think I could enjoy both learning and using English. As I look back the time spent in Oswego standing at the end of the semester, it was valuable experience and I can sure that it will be the basis for my future life as an English teacher.

Junglan Nam. Korea.

**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:

[Teacher 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.

What is Bilingual Education?

Bilingual Education refers to classrooms where students are able to learn content material in both their native language and their new language.

The theory behind bilingual education is that it allows students to build content knowledge, learn a new language, and maintain their first language.

There are many different models that bilingual programs use depending on their methods and goals. The three main types are:

- ★ Transitional - goal is to transition from native language into new language (English)
- ★ Maintenance - goal is to maintain native language while learning a new language
- ★ Two-Way bilingual or Dual Language Bilingual - students learn two languages simultaneously, there are students who speak each language as their native language (50/50 model)

Bilingual education is not necessarily only for students who speak a language other than English as their native language. English speaking students can also benefit from learning a new language through bilingual education programs.

Alternatives to Bilingual Education

- ★ Submersion or “Sink or Swim”
 - ELLs are placed in a mainstream English speaking classrooms without language supports
- ★ Submersion + ESL
 - ELLs are placed in a mainstream English speaking classrooms, and receive ESL supports both inside and outside of the classrooms
 - Local school districts in our area use this type of program

★ Immersion

- Students who are all second language learners are placed in a school where only the new language is spoken. The difference between immersion and submersion is that there are no native speaking peers.

Primary Language as an Asset for ELLs

- ★ Knowledge and experience transfers, regardless of language barriers
- ★ Primary language can be used to express ideas and later translate
- ★ Content can be reinforced and reviewed in native language
- ★ Students can transfer skills learned in native language over to new language
- ★ Students who share a native language can support each other as they grapple with new content and language
- ★ “Since you teach the curriculum in English, your language objectives will be in English. However, you can help your EBLs [Emergent Bilingual Learners] better understand and use the English language they’re developing by making connections between English and their home languages...For example, you can help EBLs translate English vocabulary to their home languages, identify cognates, and compare vocabulary use between the two languages...With grammar, you can help EBLs compare and contrast English sentence, paragraph, and text structures with their home language.”
(Translanguaging: A CUNY-NYSIEB Guide for Educators)

Benefits of Bilingual Education

- ★ Speaking multiple languages
- ★ Understanding multiple cultures
- ★ Has shown to improve brain activity and flexibility related to mathematics, problem solving, logic and memory
- ★ Promotes positive sense of identity (connections to multiple communities)
- ★ Educational advancement (by providing content in both languages)
- ★ Connections to home and family (maintaining home language)
- ★ Bilingualism may protect against memory losses caused by Alzheimer’s and dementia

Performance Indicator C:

[Teacher candidate] applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners.

Laws That Impact ELLs' Education

- ★ Fourteenth Amendment to the U.S. Constitution
 - This amendment established the constitutional basis for the educational rights of language minority students. 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 of 1964
 - Prohibited discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance. Subsequently cited in many court cases. Basically stated that a student has a right to meaningful and effective instruction.
- ★ Title VII Bilingual Education Acts of 1968 and 1974
 - Provided supplemental funding for school districts interested in established programs for the large numbers of children of limited English speaking ability in the United States
 - May 25, 1970 Memorandum - The department of Health, Education and Welfare (HEW) issued an interpretation of the Title VII regulations that prohibited the denial of access to educational programs because of a student's limited English proficiency.
- ★ Equal Educational Opportunity Act of 1974
 - A federal law of the United States of America that prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school districts to take action to overcome barriers to students' equal participation.

★ No Child Left Behind

- Specifies that ESL students must receive quality instruction that furthers both their grasp of language and grade level academic content.
- Provides guidelines for how programs can meet the needs of a diverse population.

Landmark Decisions of the U.S. Supreme Court

★ Brown s. Board of Education (1954)

- Overruled the decisions in Plessy v. Ferguson of 1896 that had permitted “Separate but equal” education for African American children. This decision declared that segregated schooling was unconstitutional. This court decision established the principle of equal educational opportunity for all students: “...where a state has undertaken to provide an opportunity to an education in its public schools, such opportunity is a right which must be made available to all on equal terms.”

★ Lau vs. Nichols (1974)

- A case brought by families of Chinese American students who were not receiving additional supports and therefore were denied educational opportunities. A decision was made in favor of the students, stating that all students must be treated equitably in schools and receive equal educational opportunities. This court case became the basis for many other court decisions.

★ Castañeda vs. Pickard (1981)

- Set the standard for the courts in examining programs for Limited English Proficiency students. School districts were required to have
 - A pedagogically sound plan for Limited English Proficiency Students
 - Sufficient qualified staff to implement the plan (Hiring new staff, training pre-existing staff)
 - A system established to evaluate the program

★ Plyler v. Doe (1981)

- Texas tried to deny children of illegal immigrants a proper education in their public school system. US Supreme Court deemed this to be unconstitutional and ultimately the decision was made that free public education should be available to children of illegal immigrants.

Ethical Considerations

★ Cultural

- Learn about the cultures your students come from, understand the similarities and differences
- Incorporate cultural backgrounds into lesson plans whenever possible
- Celebrate cultures from around the world, establishing value for each student's background

★ Classroom Community

- Establish a classroom environment where students from all backgrounds feel valued
- Nurture the differences between students and develop an atmosphere of acceptance

★ Special Education

- Many ELLs are incorrectly labelled as Special Education students
- Students who are limited language proficient should receive modified assessments that account for their language levels, rather than unnecessarily being placed in Special Education
- If necessary, students, whenever possible, should be tested for Special Education services in their first language.

Performance Indicator 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.*

English Language Learners (ELLs) use language in many ways. ELLs have to learn different types of language. Conversational language grows in a new language environment during the first six months to two years of immersion. There is also academic language. This includes the skills to speak, write, read, and listen using the conventional standards of English. Academic language can take anywhere from four to ten years to develop. For teachers, it is imperative to create multiple opportunities for their students to use academic language of the content area by reading, writing, listening, and speaking.

English Language Learners first learn:

Basic Interpersonal Communication Skills (BICS):

- Develops in the first six months to two years
- Required for ELLs to develop conversational language
- Used to interact both outside and inside school
 - Used to interact with family, friends, and teachers
 - Used in the cafeteria, at recess, at sporting events/playing sports, when using a phone, and at parties
- Social context is generally imbedded

Cognitive Academic Language Proficiency (CALP):

- Takes four to ten years to mature
- Academic Language is used in the content area in a class
- Content area language involves reading, listening, writing and speaking
- ELLs need to learn academic language in each content area, each content area is different and has its own academic language
- Words can change from one content area to another
- CALP is more demanding than BICS

Teachers can help by:

We as teachers can help with providing **comprehensible input**. We can use strategies that help make content areas comprehensible for ELLs to both access and understand. There are so many ways this can be done. This includes teaching the context of vocabulary and language both in text and in a lesson. You can also use visuals and use background knowledge of ELLs to help them make

connections between what they already know and what they are learning. As teachers we can also have a **language objective** that goes along with the **content objective** for the lesson. The language objective will always include speaking, listening, writing or reading – at the word, sentence or text level. Students need to use the academic language of the specific content to meet the content objective. Students need to meet the language objectives in order to meet the content objectives.

The approach that we use is Sheltered Instruction

What is Sheltered Instruction?

Sheltered 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. It was originally designed for content and classroom teachers who teach in English. The benefits are for ELL students, as well as native English speakers with a variety of learning styles.

Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

<http://ell.nwresd.org/node/42>

SI (Sheltered Instruction) is often known as **SDAIE** or **SIOP**:

Specifically Designed Academic Instruction in English (SDAIE):

- **Tapping into Prior Knowledge:** A focus on students' attention, develops readiness for instruction, motivates, and relates to previous learning
 - Anticipatory Cart (KWL)
 - Carousel Brainstorming
 - Visualization
 - Integrating subjects (Themes)
- **Cooperative Learning:** Provides positive social interaction for ELLs helping them perceive the classroom as a comfortable and friendly place. This helps

them to feel safe using new language skills. Five defining elements of cooperative learning:

- Positive Interdependence
 - Face to face interaction
 - Individual and group accountability
 - Interpersonal and small group skills
 - Group processing
- **Nonlinguistic Representations:** This is written and spoken words that need situational and contextual help in order to be understood.
 - **Demonstrate:** Use manipulatives whenever possible
 - **Focus on vocabulary:** pre-teach vocabulary and concepts
 - **Graphic Organizers:** beginning ELLs can use pictures, advanced ELLs can combine pictures and words
- **Reduction of Teacher Talk:** interpreted in two ways
 - Teacher tries to incorporate the students' knowledge and use oral language in lessons. Students can volunteer and share information on the subject, cooperative groups (think-pair-share), utilize ways that students can be a part of the lesson for better understanding. Provide both teacher level and student level information because this makes it more comprehensible to ELLs
 - Teacher presents what is essential in the lesson. Pull out the essentials and try to use some of the other nonlinguistic representations
- **Multicultural Education:** Included in the classroom on a daily basis by embracing similarities and differences between your students. Utilize their backgrounds in your instruction, and enable them to be learners of other cultures. It is very important for ELLs to create Community feeling.
- **Check for Understanding:** Allows ELLs to have time to process what has been said, hear it from classmates, and to show understanding in a non-verbal way. Shows the teacher the students' level of understanding and if re-teaching if necessary.
- **Manipulatives/Hands on Experiences:** ELLs need the kinesthetic-tactile experience that comes with physical objects. These experiential tools are fundamental to how they link pictures/objects/words. ELLs can physically and visually manipulate the objects and link it directly with the concepts. All concepts can entail manipulatives.

Sheltered Instruction Observation Protocol (SIOP):

Based on SDAIE, but more of an institutional model than an individual model

- To make the content accessible by ELLs it requires comprehensible input
- Incorporate the use of the language objectives for students to read, listen, write and speak
- Be sure to reword or rephrase content in many different ways
- Make sure you provide practice time to students
- Offer students access to group activities that will get them speaking to each other to help boost oral skills
- Model sentence structure of academic language and have students complete the given sentences
- Be sure to use strategies to make language and content comprehensible
- Provide your students with a word bank
- Pictures are a great aid to help with sentence sequencing
- Providing scaffolding of language use of the content. This will depend on how much educational background the student has.

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:

- Development of a student's primary language benefits their literacy development in English
- Language learners who don't reject their primary language and culture show greater success (Krashen, 1990)
- Students draw on their knowledge of other languages while trying to learn a new one (Lightbown and Spada, 2006)

Strategies:

- Sheltered Instruction
 - Also known as SDAIE or Specially Designed Academic Instruction in English (Genzuk, 2011)
 - Teaches students in content areas at grade-level with inclusion of primary language materials – Comprehensible input
 - It is appropriate for students who are literate in their primary language
 - Some techniques include: increased wait time; respond to and don't always correct errors; simplify teacher language; don't force oral production; demonstrate and use visuals; adapt material but maintain content integrity; use student's prior knowledge.
- Scaffolding
 - Support mechanisms that teachers build and gradually remove as students can handle more complex language tasks
 - Examples include: glossaries with home language translations; theme-related readings in student's home language; bolding important terms;

embedding comprehensible definitions into content; use of gestures and visuals to clarify meaning; modeling; bridging; and contextualization.

- Over time these temporary tools are phased out as they become less needed.

- Translanguaging

- The flexible use of language by a bilingual person
- Not simply going from one language to another. Bilinguals have one linguistic repertoire that they draw from to strategically communicate.
- Not simply code-switching, or going from one language to another
- Translanguaging strategies let students add to their linguistic repertoire.
- Strategies include: multilingual partners, collaborative group work, sentence building through bilingual model sentences, syntax transfer by comparing with home languages

“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” (p. 51). [ELBs - Emergent Bilingual Learners]

Translanguaging: A CUNY-NYSIEB Guide for Educators!

<http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf>

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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.*

Units of Language

Recognize that language is broken up into multiple sections of different sizes (Phonemes, morphemes, words, phrases, sentences, and discourse).

Comprehensible Input Students should be presented materials in a meaningful way that they can understand. Students should be engaged and thoroughly challenged while being provided with high levels of support. Assist students by giving multiple examples, giving visuals or context clues.

SDAIE(Specially Designed Academic Instruction in English) is a teaching approach that gives ELLs full access to curriculum while recognizing their limited communication skills and proficiency levels. Some SDAIE strategies include repetition, cooperative learning, activating prior knowledge, using visuals such as charts, graphic organizers, using Total Physical Response (TPR), limiting the use of idioms, and creating a student centered classroom.

SIOP (Sheltered Instruction Observation Protocol) is an approach for teachers to integrate content and language instruction to students learning through a new language.

1. Include content and language objectives while creating meaningful and engaging lessons.
2. Activate students' prior knowledge
3. Comprehensible input- Use various teaching methods, visuals and activities
4. Allow students to demonstrate understanding through various strategies. Scaffold instruction and promote critical thinking.
5. Expose students to various group interactions to improve language development
6. Provide multiple opportunities for practice and application
7. Plan lessons that meet objectives have high levels of student engagement.
8. Incorporate objectives, key vocabulary and content into formative and summative assessments.

Differing Language Proficiency Levels

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

These proficiency levels include:

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

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

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

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

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

(Labels of Levels - aligned to new labels in CR 154)

Scaffolding Using both the students' cultural and situational knowledge bases, help students build new skills, concepts, and levels of proficiency.

Vygotsky's Zone of Proximal Development - The gap between what students can achieve with teacher assistance and on their own.

Collaborating Friend and Cook (cited in Hollingsfeld & Dove, 2010) define collaboration as "a style of direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (p. 94). Use faculty members and specialists as valuable resources - especially the school's ENL teachers and the District's ENL specialists. Literacy specialists, Special Education teachers and paraprofessionals may provide ideas you haven't considered.

"Good teachers drive their students to the sky and help them gain confidence, but through the scaffolding they provide, set them up for success rather than allowing them to fall" (Gibbons, 2015, p. 253).

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

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

(Labels of Levels - aligned to new labels in CR 154)

Scaffolding Using both the students' cultural and situational knowledge bases, help students build new skills, concepts, and levels of proficiency.

Vygotsky's Zone of Proximal Development - The gap between what students can achieve with teacher assistance and on their own.

Collaborating Friend and Cook (cited in Hollingsfeld & Dove, 2010) define collaboration as "a style of direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (p. 94). Use faculty members and specialists as valuable resources - especially the school's ENL teachers and the District's ENL specialists. Literacy specialists, Special Education teachers and paraprofessionals may provide ideas you haven't considered.

"Good teachers drive their students to the sky and help them gain confidence, but through the scaffolding they provide, set them up for success rather than allowing them to fall" (Gibbons, 2015, p. 3).

Performance Indicator 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.

Three types of Vocabulary:

Tier 1-Basic words and phrases used frequently in everyday conversation that need no further explanation, high frequency words (Ex: Green, Pants, Shoe)

Tier 2-More descriptive or specific words that require further explanation, general academic words (Ex: Grateful, Generous, Diverse)

Tier 3-Words that are not commonly used outside of the classroom and are limited to particular contexts, domain specific words (Ex: Isotope, Archipelago)

- 1.) **Accessing Prior Knowledge to connect content-area materials:** By tapping into a student's prior knowledge, it allows for connections to previous experiences and engagement with the material. This can help students to bring meaning to new vocabulary and content by relating it to past learning and experiences. This also can promote multicultural education within the classroom. Having students share their diverse backgrounds and experiences can benefit the entire class by making real world connections to curriculum. Prior knowledge can be accessed through KWL charts, class discussions, and think-pair-share activities as well as many others. The benefits of tapping into prior knowledge for ELL include giving them the opportunity to adapt to the new learning and find connections to their own personal life experiences. This will result in the students having more valuable, meaningful, and comprehensible learning.
- 2.) **Directly / Explicitly teaching content-area Vocabulary:** When teaching material with new vocabulary, teachers must "pre-teach" some words in order for ELL's to comprehend the following instruction. For example in a math lesson on addition, a teacher must first directly teach the vocabulary words: sum, plus, adding, etc. Some ways teachers can do this is by using a word wall to help ELL's remember these words with an illustration of the word on this wall to help too. Also, teachers can use verbal prompts containing the vocabulary in order for students to become familiar with how to use the vocabulary in conversation. Choral responses is another technique that can aid in learning vocabulary, the echo back models the new vocabulary words for students.

- 3.) **Scaffolding (Vygotsky):** In the traditional sense, scaffolding is used in building. It is a temporary structure that is put up in the process of constructing or repairing a building, that is removed as the repair is finished. The scaffolding is vital but is only temporary. In education, scaffolding can be seen as the temporary assistance of the teacher in supporting learners successfully carrying out tasks.

“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.” Ex: When having the class read a section from a text the teacher can provide supplementary materials such as visual representations of the text to help ELLs understand the content and vocabulary. Another example could be giving an ELL a partially filled in graphic organizer when the class activity is to fill one out.

- 4.) **Comprehensible Input (Krashen):** Teachers should aim to give instruction that is $(i+1)$, where the i represents current level of knowledge/understanding, and the $+1$ represents adding material that is a bit beyond the student’s current level. When providing instruction at this level learners can use their knowledge of the world, the context and extra-linguistic information to understand the material. To prepare comprehensible input teachers must use supplementary materials such as visual aids.

***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.*

Implementing the Common Core for English Language Learners through planning and assessment:

Purpose: Teachers recognize the language embedded in a particular topic, select the language features most appropriate for instruction and identify strategies to help students learn these features (Duguay et al., 2013, p. 2). Assessments are focused on specifically identified features to be learned in each lesson.

Strategies for Planning:

- Integrate speaking, listening, reading, and writing into instruction.
- Provide authentic opportunities for ELLs to interact in English.
- Scaffold academic language use by modeling using think alouds and providing sentence stems.
- Plan, display, and review language objectives.
- Use a variety of text genres.
- Analyze all texts for academic language structures to select key features for instruction.
- Promote higher order thinking skills.
- Differentiate instruction according to language proficiency and educational background as needed.
- Build background knowledge for both content and language before students read a text.
- Explicitly teach vocabulary that is critical to understanding text and useful to access academic contexts.
- Connect texts to students' personal experiences and select texts which reflect those experiences.

Strategies for Assessment:

- Formatively and summatively assess academic language development as well as content mastery.
- Assess English language proficiency across the four language domains (listening, reading, writing, and speaking).
- Keep organized data for individual students to determine whether they have attained a level and complexity of English language proficiency that is necessary to participate fully in academic instruction in English. (TESOL International Association, 2013, p.8).
- Learn about ELL's first language knowledge and use.
- Learn about ELL's prior content knowledge and life experiences.
- Focus on meaning, not accuracy, to build student's confidence to participate and share their understanding.
- Provide rubrics that provide feedback on content knowledge and language development (Blueprint for ELLs success, 2014, p. 5).
- Encourage students to use their first language to express content understanding.
- Distinguish between content knowledge and language skills when assessing student progress.
- Use technology to assess students as much as possible as most assessments will now be administered through this medium (TESOL International Association, 2013, p.8).
- Integrate students' first language into classroom instruction with the help of bilingual aids, parents, cognate awareness activities, bilingual dictionaries and online resources.

Sheltered Instruction (SI):

- **Purpose:** To give non-native speakers of English grade level content instruction for those who have reached an intermediate level of English proficiency.
- **Instruction is *sheltered*** by delivering it through the use of various meaningful and relevant strategies to the learner that “lower the linguistic demand of the lesson without compromising the integrity or rigour of the subject matter” (<http://ell.nwresd.org/node/42>).

SDAIE (Specially Designed Academic Instruction in English): based on the theoretical work of Stephen Krashen and James Cummins.

- **Purpose:** provide ELLs with equal access to the standard curriculum through consistent application of strategies mentioned hereafter (Nickolaisen, 1981, p. v).
- **Strategies:** commonly known strategies which are designed to make core academic concepts understandable to ELLs through the use of **comprehensible input**.
- **Note:** the content is not remedial or watered down, ELLs have access to grade level content without their needing to have an extensive understanding of English.

Major features:

- **Low affective filter:** teacher modeling of error correction and engaging presentations of new materials.
- **Modified speech:** clear enunciation, use of cognates, limited use of idioms, words with double meanings defined.
- **Contextual clues:** animated body language, color coded materials/graphic organizers.
- **Multisensory experiences:** realia, props, manipulatives, audio-visual representation, hands-on activities and modeling.

- **Comprehensible input:** graphic organizers, maps, charts/graphs, word banks/walls/journals with picture clues, bulletin boards, etymology, use of examples and analogies.
- **Frequent comprehension checks:** questions asked about details, eliciting responses through various modalities (whiteboards, thumbs up/down etc.)
- **Formative assessments:** confirmation checks, clarification requests, repetitions, expansions, variety of question types, various interactions between members of the class (adults and peers).
- **Summative assessments:** mastery assessed using a variety of modalities, review of main topics and key vocabulary, written assessment appropriate for intermediate and early advanced ELLs.
- **Appropriate lesson design:** use of students' fluency level, scaffolding, listening and speaking activities preceding reading and writing activities, pre reading/during reading/after reading activities, writing activities preceding prewriting, vocabulary emphasis, cooperative learning groups, prior knowledge, culturally relevant, appropriate pacing, modeling, text adaptation, higher order thinking skills, provision of native language support, extension/debriefing activity included.
- **Content-driven:** rigorous core curriculum, key topics organized around main themes, topics appropriate to grade level.

SIOP (Sheltered Instruction Observation Protocol) Model

- **Purpose:** To plan effectively by integrating language development with content teaching.
- **Consists of 30 features organized into 8 main components.**
 - **Lesson preparation:** teachers include content and language objectives, use supplementary materials, and create meaningful activities.
 - **Building background:** connections with students' background experiences and prior learning, developing their academic vocabulary.
 - **Comprehensible input:** teachers adjust their speech, model academic tasks, and use multimodal techniques to enhance comprehension.
 - **Strategies:** teaching learning strategies to students, scaffolding instruction, and promoting higher order thinking skills.
 - **Interaction:** teachers encourage students to elaborate their speech and group students appropriately for language and content development.
 - **Practice & application:** provides activities to practice and extend language and content learning.
 - **Lesson delivery:** ensures teachers present a lesson that meets the planned objectives and promotes students engagement.
 - **Review & assessment:** review the key language and content concepts, assess students learning, and provide specific academic feedback to students on their output.

Performance Indicator I

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

Collaboration with families, communities and colleagues is important when teaching all students not just English Language Learners. Building relationships with students and their families can prove to be helpful when discussing academic and social skills. When meeting with ELL families, you may need to consider additional factors and need outside assistance to help build relationships and create an effective line of communication. Using family, colleagues and the community that surround the school and the student can be very effective when working with ELLs.

Meeting the needs of the ELLs is essential for their success in the classroom. In the beginning it may seem difficult and you may even be a little nervous, but with the right strategies for communicating with families, faculty and the community you will realize that teaching ELLs isn’t as hard as it may seem.

Communicating with students and their families

When working with ELLs and their families it is important to consider why they may be English Language Learners. The family may be refugees or immigrants to this country, and may speak multiple languages, but not English. If the student was born here, the family may speak little English and also want their children to preserve/maintain their home language before attending school. No matter the reason behind a student’s emerging English proficiency, it is important to remember that every family wants their child to be successful in school and as educators we must find ways to communicate with families and students.

Below are a couple of strategies that can be used to effectively communicate with families and get them active in their child’s education:

1. Become familiar with the families’ customs and beliefs

Many families are not familiar with parent teacher conferences or the progress reports that are sent home. They may not be sure what exactly to expect when they walk into these types of meeting. Sending a letter home that invites families to these events and explains what can be expected may help with this. These letters should be written in their home language to allow the family to understand.

2. Contact translators to be present during conferences

Translators can be very helpful in translating during the conference or translating other documents that have been sent home throughout the year. If

translators are unavailable, see if any bilingual family members or staff are able to attend the meeting.

3. Make connections between the curriculum and their home lives

Find writers, artists or scientists from their culture or discuss a holiday that is celebrated in their home but not in school. This will allow the families to become active in their child's education and show that you as a teacher value your students' cultures.

4. Provide possible child care if necessary

If necessary have other teachers monitor younger children during conferences and meetings. This will allow the families to focus on your student and their progress in school.

Communicating with the surrounding community

In many cases, ELL families will live in communities that contain other families that have the same culture as them. Getting the entire community involved in school activities can improve the communication within the community as well as their familiarity with the school. Here are some strategies to get the community involve in school activities:

1. Host an event at school that welcomes community members

Provide some refreshments and maybe even some food, since most of these events are held during dinner time. If possible provide some type of transportation or give the families suggestions about how to get there, because many families may not have a car. You can even invite the family members to help you prepare for the event (decorate, prepare food, usher guests in). These types of events can help bridge the gap between school and the community.

2. Host community events at the school

Hosting community events at the school gives members of the community an opportunity to get inside the school and see where their children are learning and building social skills. Having school staff present at these events will also help build those relationships and can make communication with the family easier.

3. Attend events and activities in the community

Even if you are simply a spectator, there are many fun events that are held in the community that you can attend. You may even find resources or connections that can be used in the classroom.

4. Build connections with sports coaches

If the students are involved with sports in school, coaches can help build a line of communication between the school and families of English Language Learners.

Communicating with colleagues and co-workers

One of the best things a general education teacher can do for their ELL students is to build a relationship with the ESL teacher. ESL teachers know strategies for working specifically with English Language Learners and their families. They are also better at identifying proficiency levels and may have more information on the students' culture and beliefs.

Collaborating with colleagues, administrators and other support staff is also important to ensure the success of all your students including ELLs. Building a team with other staff at your school can be effective when teaching a lot of ELLs. Each member of the team can be assigned a task for each lesson and the general education teacher (you) can be the core of this team. It is important to note that not all of these collaboration will result in co-teaching, although it is very useful.

Here are several models that can be used when co-teaching and collaborating with other staff:

1. **One Teach, One Observe-** one teacher gives primary instruction while the other observes student behaviors
2. **One Teach, One Assist-** one teacher give primary instruction and the other assists students with class activities
3. **Station Teaching-** content is divided into parts and each teacher works with a group, after a period of time the groups switch
4. **Parallel Teaching-** each teacher teaches the same material with the same strategies to half the class.
5. **Supplemental Teaching-** one teacher works with grade level students while the other works with students that need extended assistance
6. **Alternative of Differentiated Teaching-** each teacher used different approaches to teach the same material to half the class
7. **Team Teaching-** both teachers are active in the lesson and there is no defined "leader"

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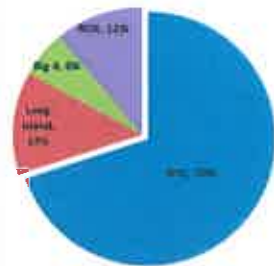
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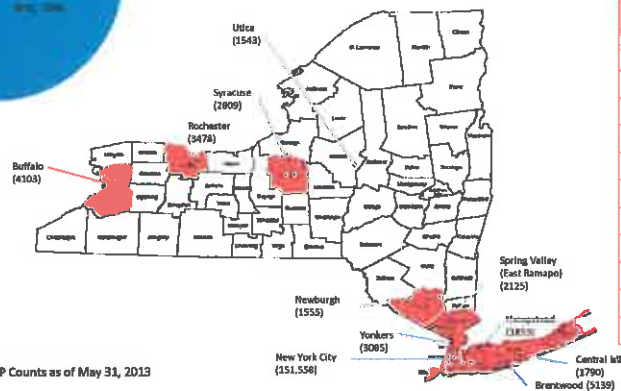
Materials and Resources:

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

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.



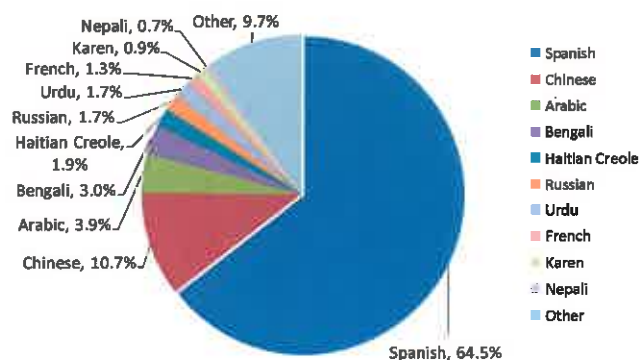
Source: Public School LEP Counts as of May 31, 2013

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	1,853
Newburgh	1,555
Central Islip	1,790
Utica	1,543

4

New York State Demographics

2012-13 Top 10 ELL Home Languages



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

5