



# Meeting the Needs of English Learners

How to reach students when they speak what you don't.

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Farragut Middle School



# Presentation Objectives

- **Know** the basics of ESL
- **Understand** the stages of second language acquisition
- **Examine** strategies to reach students
- **Consider** appropriate modifications

# It's the Law

## Lau v. Nichols, 1974

Title V of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin. In *Lau v. Nichols*, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to **help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.**



# Terminology

**ESL-** English as a Second Language

**ESOL-** English as a Second or Other Language

**ELL-** English Language Learner

**EL-** English Learner

**NELB-** Non English Language Background

**LEP-** Limited English Proficiency

# Knox Co. ELL Guidelines

## **Scheduling of ESL for Elementary and Middle Schools**

- Because Social Studies is not a tested subject this school year, ESL services will be delivered during the Social Studies block at the elementary and middle school levels in SY 2014-2015.

## **Title III Service Requirements**

- ELs must have full access to content curriculum through necessary modifications and accommodations.
- ELs must take the math, language arts, social studies, and science TCAP annually with one exception: during the first year in the US, the student may be exempt from the English Language Arts Achievement test.
- English Learners (ELs) may never be retained or failed based on language ability.

# Schools of the World







# Meet Moises

<http://www.mediathatmattersfest.org/watch/9/immersion>



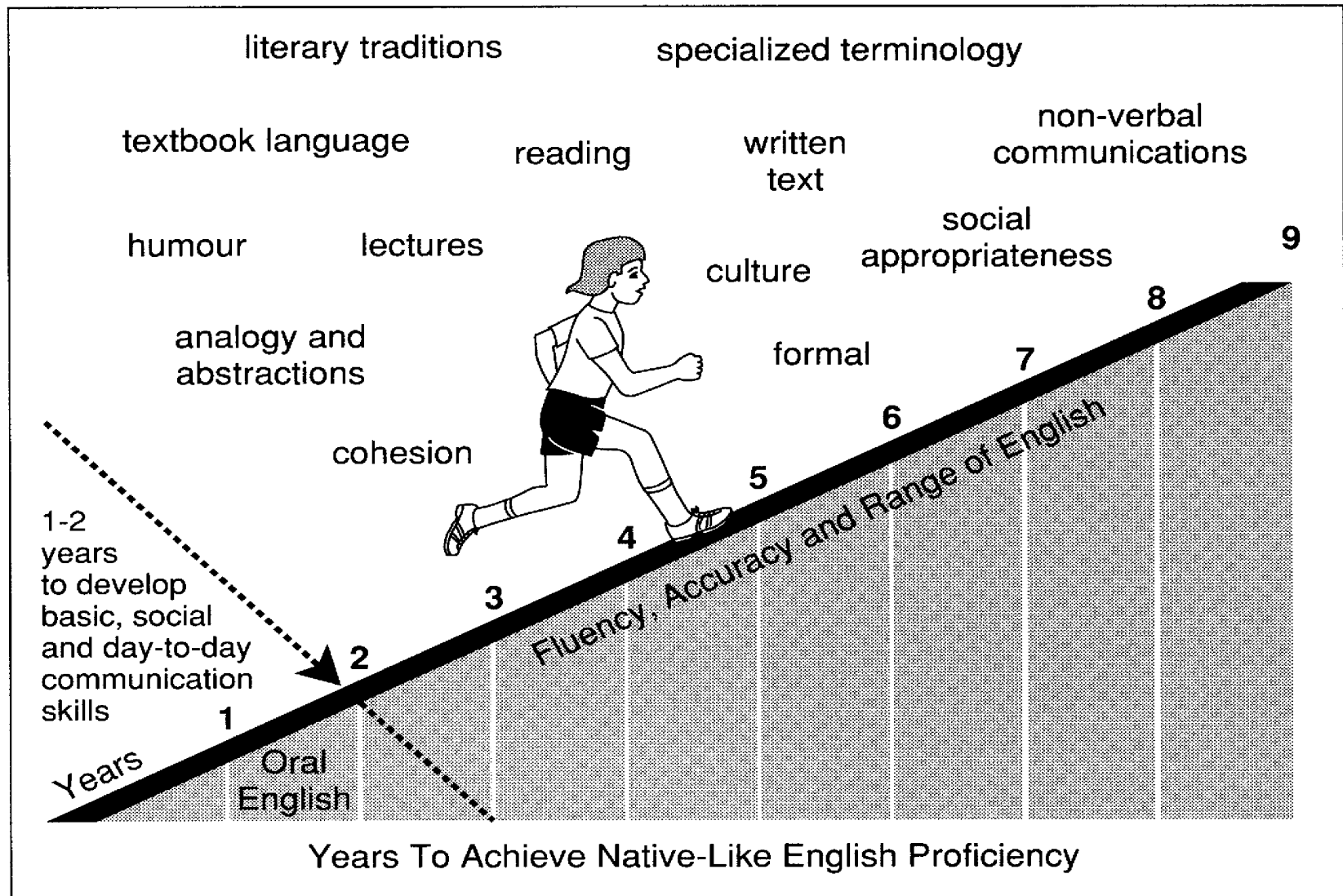
# Stages of Second Language Acquisition

“All new learners of English progress through the same stages to acquire language. However, the length of time each students spends at a particular stage may vary greatly.”

-Judie Haynes



# The Uphill Battle of Proficiency



# Playground Language or Academic Language?

[http://iris.peabody.vanderbilt.edu/module/ell/cresource/what-do-teachers-need-to-know-about-students-who-are-learning-to-speak-english/ell\\_02/#content](http://iris.peabody.vanderbilt.edu/module/ell/cresource/what-do-teachers-need-to-know-about-students-who-are-learning-to-speak-english/ell_02/#content)

# Stage I – Pre-production

- Silent period
- Copy and repeat
- Build vocabulary through pictures
- School day is exhausting



## Entering

# Stage II – Early Production

- 1,000 words
- Communicate in one- or two- word phrases
- Memorize language chunks
- Build vocabulary with pictures

**Emerging**



# Stage III – Speech Emergence

- 3,000 word vocabulary
- Communicate in simple sentences
- Attempt some content work with teacher support
- Complete simple academic tasks



**Developing**



# Stage IV – Intermediate Fluency

- 6,000 word vocabulary
- Speak and write in complex sentences
- Often need clarification
- Work on grade level content with support
- Teach learning strategies

**Bridging**



# Stage V – Advanced Fluency

- Achieved in 4-10 years
- Near-native ability in content areas
- Exited the ESL program
- Still need academic language support



## Transition



# Additional Considerations

- Is the student literate in his/her first language?
- Was the student attending school in his/her home country?

“Those students who were between 8-11 years old and had 2-3 years of native language education took 5-7 years to test at grade level in English. These were the lucky ones. Students with little or no formal schooling who arrived before the age of eight, took 7-10 years to reach grade level norms in English language literacy.”

-Thomas and Collier, 2007

# Reduce the language barrier



-Tom Stoddart/ Getty

# ELL Difficulties by Subject

## Math

- word problems
- formation of numbers varies from culture to culture
- use of decimal point & comma varies
- metric vs. US system
- sequence of skills, content different
- math terms do not translate well; vocabulary
- some cultures emphasize rote memorization or mental math
- unfamiliarity with calculators

## Science

- vocabulary
- speed of curriculum
- number of concepts per page
- confusing, difficult, or highly complex visuals
- may be unfamiliar with labs & equipment
- lack of background in scientific method
- text structure---use of passive voice

## English

- idioms, figurative language
- vocabulary
- homonyms, synonyms
- word order, sentence structure
- grammar rule exceptions
- text structure
- dialects
- imagery, symbolism
- drawing conclusions, predicting
- connotative & denotative meanings
- expressing opinions

## Social Studies

- vocabulary
- no prior knowledge of US history, events
- reading level of text, language-heavy
- complex sentences, passive voice
- cultural focus of maps, graphs
- concepts that do NOT exist in other cultures (privacy, democracy, citizens' rights, etc.)

# Before the Lesson

- create a welcoming classroom culture
- allow for preferential seating
- include a language objective
- determine key concepts
- create a list of key terms + simplified definitions
- modify presentations and handouts
- copy notes or print PPT notes page
- consider background knowledge
- locate video clips to build background knowledge
- designate a “buddy”
- establish clear and consistent procedures
- consult CCSS learning progressions for scaffolding

# During the Lesson

- use cooperative learning structures
- activate and build on prior knowledge
- provide direct instruction of vocabulary
- give examples and non-examples
- use visuals (movies + clips)
- repeat directions and key information
- indicate key information by highlighting
- simplify language (not content)
- allow students to record lessons
- provide guided notes
- use graphic organizers
- increase wait time
- think aloud
- use adapted texts
- check for comprehension
- include cultural perspectives
- shorten instructions
- model all expectations
- allow for oral responses
- provide sentence frames

# After the Lesson

- make flash cards
- provide study aids
- give an alternative assignment
- model assignment expectations
- provide an example product or question
- clearly write assignments on the board
- record assignments in an agenda
- maintain consistent assessment formats
- reduce the number of questions; allow student choice
- reduce the number of answer choices on assessments
- allow extra time to complete assignments
- grade only what the student attempts
- use a modified grading scale
- give an opportunity to correct or redo assessments
- create assignments that allow students to demonstrate knowledge



# In their shoes

요리하다

책

먹다

쓰다

노래하다

신발

연필

사과

위 단어를 동사와 명사를 구분해서 아래칸에 넣으세요.

동 사	명 사



# In their shoes

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# Assessing Learning

Does it assess **content mastery** or **knowledge of English**?

**a.** *Write a paragraph that explains the steps of the water cycle.*

**b.** *Draw and label the steps of the water cycle.*



# Show What You Know

- Label four parts of the cell.
- Tell me three things you know about WWII.
- List three of the steps of the writing process.
- Write four sentences about Thomas Edison.
- Choose one of the branches of government. Write three sentences about that branch.
- Pick five of these questions to answer.
- Complete the section you know best.

# Divide Long Matching Sections

1. Integrity	The prejudicial or unjust treatment of different categories of people on a given basis
2. Civil Rights	Valued items, qualities, and customs that are passed down from one generation to the next
3. Racism	Prolonged unjust treatment that is cruel and controlling
4. Abolitionist	A person doing unskilled manual work for hire
5. Discrimination	A preconceived opinion about someone or something that is not based on fact, reason, or experience
6. Emancipation	An unjust act, unfairness
7. Prejudice	Prejudice in favor of or against something, usually for a single reason
8. Heritage	The enforced separation of groups based on race in a country or community
9. Oppression	A person who publically supports a policy, cause, or action
10. Equality	The state of being equal in rights, status, and opportunities to succeed
11. Advocate	The belief that all members of a given race are alike in some or all characteristics
12. Segregation	A person who favors the abolition of a practice, formerly related to slavery
13. Bias	Having strong moral principles, being honest, being moral
14. Laborer	The rights of citizens to social equality, freedom, and political freedom
15. Injustice	Freeing someone from someone or something else who has control

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# Consider the Font

**Century Gothic**

**Tahoma**

**Times New Roman**

**Candara**

**Arial**

**Comic Sans**

Bradley Hand

***Forte***

*French Script*

*Lucida*

*Mistral*

Harrington



# Use Bilingual Resources with Caution

- Is the student **literate** in this language?
- Does the student **know how** to use this resource?
- Does the resource contain **relevant** academic vocabulary?
- Will the student need **extra time** to use the resource?

# Finding ELs in Aspen

- go to the "**Student**" Tab in Aspen (top left)
- click on the "**Field Set Menu**" icon (top right)
- select "**ESL Verification**"
- click the "**ESL Code**" column title to sort (click twice to bring ESL codes to the top)

Aspen Code	What it Means
L	Active in ESL Classes (in an ESL class)
1	Transition 1 - first year out of ESL
2	Transition 2- second year out of ESL
W	Waiver- parents refused services
N	Does not qualify for ESL (based on testing)
F	Former ESL student

\* 1 and 2 will appear at the bottom of your student list.



# From a parent:

- Could you please try to find a more active or social or **helpful or friendly student as his partner** and sit beside him every class. Then maybe he or she can assist you to help my son.
- I know all of your teachers are very good at your teaching, would you please **write down more key words or significant words or phrases** on the blackboard while you are speaking? Then at least my son and I can catch the most important ones if he writes them down.
- Would you mind getting **more videos or short movies** in your class? It will be better to understand and make classes more interesting and lively.
- I will be very honored and lucky to get your **electronic syllabus** if you can send it to me via emails.



# Take a deep breath...

## ... and relax!

We are charged with the task of helping English learners progress in the language and gain content knowledge. There is not a fast forward, but we can take steps to maximize student learning. Encourage your students, be creative in your planning, and celebrate your successes.

# Want to read more?

[www.colorincolorado.com](http://www.colorincolorado.com)

- Common Core and ELLs
- ELL Topics from A-Z

[www.everythingsl.net](http://www.everythingsl.net)

- Low Level Reader
- 7 Teaching Strategies for Classroom Teachers

[www.teachingchannel.org](http://www.teachingchannel.org)

- Preparing Learners: Activating Prior Knowledge
- The Multilingual Classroom