

## Handouts 2017

ESL TExES Preparation Course  
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The TExES is a criterion-referenced test that measures the teacher's knowledge in relation to an established standard of competence, rather than in relation to the performance of other test takers.

To register for the test, go to <http://cms.texas-ets.org/texas/>

When you access the ETS online registration system for the first time, you will be required to create an ETS testing account. **You must create a testing account in the ETS online registration system; this is where you will register to test. You cannot register to test through your account on the TEA website.** To establish an ETS testing account, you will need to provide your:

- TEA ID number\*
- first and last name
- date of birth

<http://cms.texas-ets.org/registration/>

**Be sure to sign up for the ESL Supplemental—Test # 154.**

### **Have a question or a problem? Need to know who to call?**

Contact ETS for test registration-related issues and questions/issues regarding payment, admission tickets and score reporting. For other information, see <http://cms.texas-ets.org/phonecontacts/>

### **Phone:**

1-800-205-2626 (U.S., U.S. Territories and Canada)

1-609-771-7393 (all other locations)

Monday-Friday 8 a.m.-5 p.m. CT

Go to the website or check the Preparation Manual for more information.

**OR contact TEA Certification Division at 512-936-8400.**

## Specific tips about the test....

1. Know what phonemes are and how many are in a given word.
2. Know who is on an LPAC committee.
3. When can an ELL exit the program? What is the criteria?
4. What is sheltered instruction?
5. Know BICS & CALP and how long it takes to acquire each.
6. What is Total Physical Response (TPR)?
7. What is the SOLOM.
8. How is technology used in the classroom to facilitate learning for ELLs?
9. What are cognates?
10. What would be some ways to increase comprehensible input for students?
11. If a student exits the ESL program in 9<sup>th</sup> grade and is failing 2 classes in the tenth grade (reading and social studies) can the student return to the program?
12. How long does an LPAC have to monitor a student after he/she is exited?
13. What do the terms syntax and semantics mean? The test gave two sentences and asked what the word meant in that sentence and what part of speech does it represent?
14. From the Sample ESL TExES Test that you gave us, #14 was on the test (very, very similar)
15. What LPAC is responsible for
  16. sheltered instruction
  17. registers and dialects
  18. cognitivist
  19. interactionist
20. One question asked something like this: A parent tells the teacher that he/she wants to become more proficient in English. The teacher does which of the following:
  - A. refers parent to school/community classes/resources
  - B. tells parent to practice/review English with child at home daily  
(those are the only choices I remember----I thought it was one of those and I think I got it wrong)
21. There were lots of cultural diversity questions, related to classroom set-ups and extra curricular activities.
22. One question wanted to know when a child could stop taking the RPTE test (now called TELPAS reading): when they achieve "advanced" or when the ESL teacher agrees.
23. There were some terms I had never heard of like penultimate stress. What in the world?? "Which word has a penultimate stress? helicopter, education, vegetable....." I chose education because of the "du" making a /j/ sound.
24. There were speech therapy terms in regards to the mouth organ and it's parts. (velore? \_\_platial?) Very unusual terms.
25. They wanted to know which word had a "flapped" t: button, stand, water. I did not know what a flapped anything was, so I chose water because of the way your tongue moves when you say it!
26. One scene was a child who could say the initial and medial /s/ sound (sort, essay), but could not say the final /s/ sound (house). How do you explain this? I chose the answer that said the native language may not have contained any words with the final /s/ sound in words.
27. Another scenario was a child who pronounced "thing" like "sing", only they wrote the pronunciation in greek letters!! Good thing I was in a sorority once upon a time! They wanted to know why the child said "sing" instead of "thing". I chose an answer that had to do with dental something or other.

28. There were a couple questions on the CAI (?) using a computer program to supplement textbooks and worksheets...it asked what the benefit of using this system was. I wasn't sure about the answer but chose the one that said the program could help the teacher tell what areas the students were struggling with, the other answer that might have worked was that the students could work at their own pace with non judgmental feedback.
29. There was another question about dialectical constructivist (?) and asking which component they would agree with in helping a student write a paper (using a word processing unit or using spell check)
30. It did ask several questions about the families of the students and how they help in the process and ways that ESL teachers can help them.
31. A question that stumped me and probably shouldn't have was "pull out" "resource center" and "classroom" are all examples of what type of ESL program...I put Stand Alone ESL but wasn't sure if it was ESL-plus...the other answers were about dual language or bilingual.
32. According to TEA code, which are not required for LEP students  
Answer choices:
- provide ESL grades 6-8
  - select appropriate classes at the secondary level for ESL students
33. You are teaching spelling to ELLs--what would be the best technique?
- Using mnemonics to help remember spelling patterns
  - Flashcards with other students and drill
  - find similar spelling of words in home language.
34. There was a scenario question that had several questions attached to it. So it tells about a teacher who plays this game called something like 25 things. She will give a topic and the students have to come up with a list of 25 things that could fall under. For example Places to go - students would list as many places as possible.

The first question asked something along the lines of what does this help build or establish.-I have no idea what the answer choices were....or my answer :)

35. The second question to this same scenario, asked if a Kinder teacher wanted to use this with younger children who have a higher level of English oral skills - what would be the best to develop their emergent literacy.
- allow students to use their own spellings and write down the list themselves
  - teacher puts list on sentence strips and puts it up in the room - and then the teacher goes back and reviews them.
36. Students says "I born in Taiwan in 1990"  
What kind of language transfer issue is occurring here?
37. The dog runs in the park. The question asked how best to get Ss to know the words "the, in, and" within the sentence...
- sentence structure
  - sight words
  - decode
  - (I chose sight words. I can't remember the other answer choice - but I really felt

sight words was the best choice)

38. When working with families, what would NOT be helpful
- i. -all of the answer choices said something along the line about being open to communication, contacting parents in their home language, invite them to the classroom, etc
  - j. -the other choice was that send a note home in English that basically tells what the Ss is doing wrong and what English skills they need to be working on at home.
39. A teacher finds out that some of her Korean students participate in dances a local church with a group. The teacher calls the group and asked them to perform at the school. What does this accomplish?
- k. –Communicates that each student has a rich culture to contribute and the school values it
  - l. -allows Ss to get involved in extracurricular activities

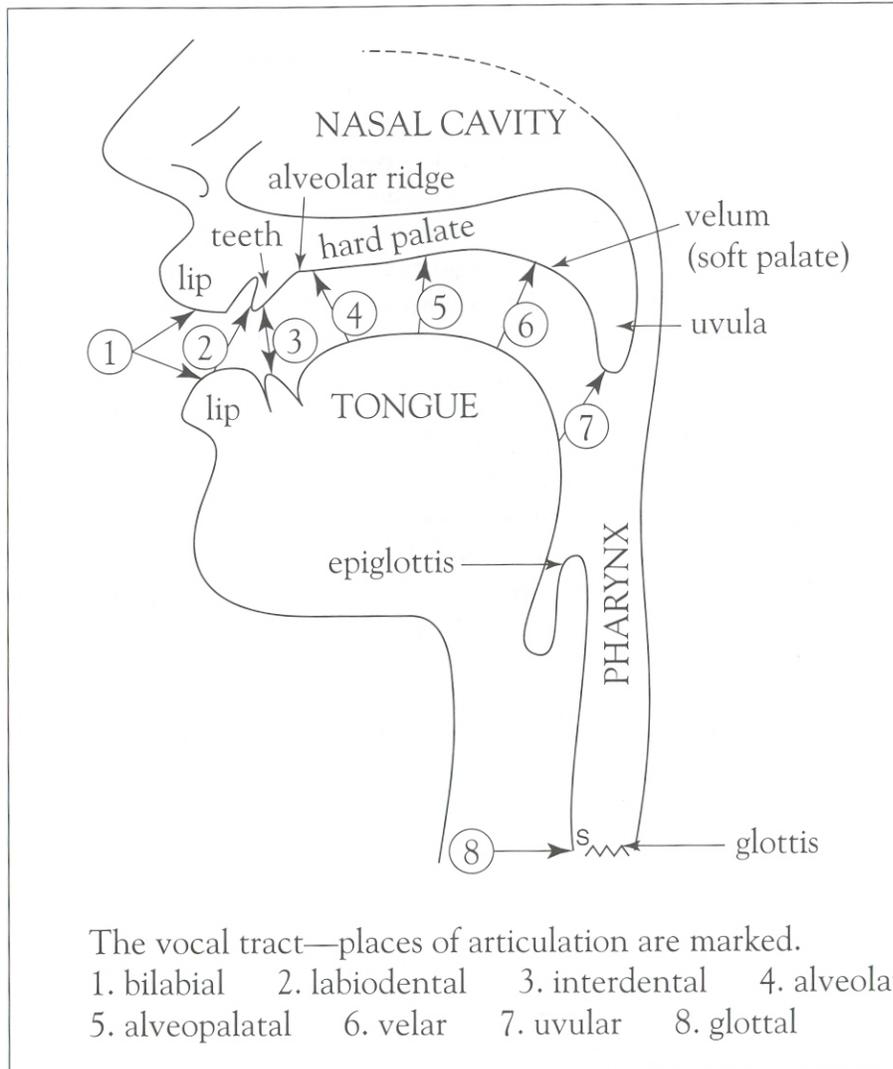


Figure 3-2 Physiology of speech production

English Phonology

		Bilabial	Labio-dental	Inter-dental	Alveolar	Alveo-palatal	Velar	Glottal
Stops	voiceless voiced	p b			t d		k g	
Fricatives	voiceless voiced		f v	θ ð	s z	ʃ ʒ		h
Affricates	voiceless voiced					tʃ dʒ		
Nasals	voiced	m			n		ŋ	
Liquids	voiced				r, l			
Glides	voiced					y	w	

Figure 3–6. English consonants

		Bilabial	Labio-dental	Inter-dental	Alveolar	Alveo-palatal	Velar	glottal
Stops	v-less voiced	pop bib			tot dad		kick gig	
Fricatives	v-less voiced		fluff verve	thigh/bath thy/bathe	sip/kiss zip/fuzz	ship/dish Zsa Zsa/ garage		hop
Affricates	v-less voiced					church judge		
Nasals	voiced	mom			nan		ring	
Liquids	voiced				lull, roar			
Glides	voiced					yes	wet	

*Four orientations to learning (after Merriam and Caffarella 1991, p. 138)*

<b>“Theory”</b>	<b>Behaviorist</b>	<b>Innatist/Nativist</b>	<b>Cognitivist</b>	<b>Interactionist and Dialectical Constructivist</b>
<b>Learning theorists</b>	Pavlov, Skinner	Chomsky	Piaget	Bandura, Lave and Wenger, Vygotsky, Bruner
<b>View of the learning process</b>	Change in behaviour	Internal mental process –you have a “Language Acquisition Device” LAD to help you learn grammar	Internal mental process (including insight, information processing, memory, perception	Interaction /observation in social contexts. Movement from the periphery to the centre of a community of practice
<b>Locus of learning</b>	Stimuli in external environment	Internal cognitive language learning device—we are biologically programmed to learn language	Internal cognitive structuring	Learning is in relationship between people and environment.
<b>Purpose in education</b>	Produce behavioural change in desired direction	Allow students to “figure out” language and processes on their own	Develop capacity and skills to learn better	Full participation in communities of practice and utilization of resources
<b>Educator's role</b>	Arranges environment to elicit desired response	Provides language rich environment	Structures content of learning activity	Works to establish communities of practice in which conversation and participation can occur through the students’ Zone of Proximal Development (ZPD)
<b>Manifestations in language learning</b>	imitation and habit forming of language, practice  mimicry, repetition  “Say What I Say”	you come to “know” certain things about language simply by being exposed to a limited number of examples  “It’s all in your mind”	Cognitive development  Intelligence, learning and memory as function of age  Learning how to learn  “Sequence and Stages”	Social participation  construction of knowledge & language through interaction with support meant to help the student build on his/her own linguistic knowledge  “Know yourself, know others”

BICS (Basic Interpersonal Communication Skills) vs. CALP (Cognitive Academic Language Proficiency)  
 1-3 yrs 5-7-9 yrs

**The Language of the Content Areas**

<b>BICS</b> (Basic Interpersonal Communication Skills)	The Language of <b>Science</b>	The Language of <b>Math</b>	The Language of <b>Social Studies</b>	The Language of <b>English/ELA</b>
small				
		estimate		
				plethora
			identical	
rules				
<i>(create your own)</i>				

adapted from an activity by Cynthia Cardenas-Kolak, ESC IV

How might BICS and CALP be manifest in the classroom?

What are some strategies to help students develop CALP?

\_\_\_\_\_ 's Class List  
--According to Language Proficiency--

<b>Language Development Stage</b> <i>• List of Students currently on that level</i>	<b>Sample Student Behaviors</b>	<b>Sample Teacher Behaviors</b>	<b>Questioning Techniques</b>	<b>Ways to get the student involved</b>
<b>Beginning</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Points to or provides other non-verbal responses</li> <li>• Actively listens; builds receptive vocabulary</li> <li>• Responds to commands</li> <li>• May be reluctant to speak (Silent period) but if they do speak, use one or two word utterances (often high frequency words or memorized words)</li> <li>• Understands more than can produce</li> <li>• Uses non-linguistic representations to show understanding</li> <li>• May demonstrate little or no awareness of English print conventions</li> <li>• Use primarily present tense</li> <li>• Begin to recognize environmental print in English</li> </ul>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• use TPR (Total Physical Response)</li> <li>• Language focuses on conveying meaning and vocabulary development</li> <li>• Repetition (for both pronunciation and meaning making)</li> <li>• Does not force students to speak</li> <li>• Uses visuals and visual cues</li> <li>• Write key words on the board as you say them and have students follow along/copy</li> <li>• Use multimedia for language practice (read along)</li> <li>• Use interactive dialogue journals</li> </ul>	<ul style="list-style-type: none"> <li>• Point to the...</li> <li>• Find the...</li> <li>• Put the ___ next to the ____.</li> <li>• Do you have the ___?</li> <li>• Is this a ____?</li> <li>• Who wants the ___?</li> <li>• Who has the ___?</li> <li>• What is this?</li> </ul>	<ul style="list-style-type: none"> <li>• Student may be able to draw or create models</li> <li>• Student uses manipulatives and realia</li> <li>• label items in the room</li> <li>• copy notes from the board</li> <li>• make lists</li> <li>• choral reading</li> <li>• follow directions</li> <li>• use picture books and photo banks</li> <li>• engage in face-to-face conversations</li> </ul>
<b>Intermediate</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Understand routine directions and short, simple conversations on familiar topics</li> <li>• Identify and distinguish key words</li> <li>• Seek clarification in English when they do not understand and can ask for help</li> <li>• Express simple, original messages and participate in short conversations or with more “wait time”</li> <li>• Demonstrate an emerging awareness of English grammar (have an understanding that languages are systematic)</li> <li>• Demonstrate limited reading comprehension unless stories are predictable or on highly familiar topics and include visual supports</li> <li>• Still struggle with some sounds in English words and English spelling (for reading &amp; writing)—orthographic awareness is developing</li> <li>• Can explain briefly and simply their writing in English</li> <li>• Can participate meaningfully in shared writing when the topic is familiar and concrete</li> <li>• Will commit errors that show interference from their first language (i.e. grammar or spelling patterns from their L1)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that can be answered by yes/no and either/or responses</li> <li>• Models correct responses and with complete sentences (elaborates)</li> <li>• Ensures a supportive, low anxiety environment</li> <li>• Does not overtly call attention to grammar errors</li> <li>• Provides background information for topics discussed in class, including reading &amp; writing topics</li> <li>• Begins with topics students know and areas of strength—slowly moves towards the abstract with support</li> <li>• Play games like charades or “I have, who has?” and other linguistic games</li> <li>• Role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Yes/no (Did the character solve his/her problem in the story?)</li> <li>• Either/or (Is this a screwdriver or a hammer?)</li> <li>• One word responses</li> <li>• General questions which encourage lists of words</li> <li>• Two-word responses (Where did she go? To school.)</li> </ul>	<ul style="list-style-type: none"> <li>• Student may be able to repeat or echo readings</li> <li>• act out various activities</li> <li>• copy words and sentences</li> <li>• follow recipes, how to</li> <li>• teach classmates words in his/her native language</li> <li>• write journal entries with a mix of text and image</li> <li>• use “cloze” techniques or other supports while reading and writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate best when reading and writing topics are highly familiar and concrete</li> <li>• Their writing often shows repetition of ideas or incoherence due to lack of vocabulary and language structures</li> </ul>			
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in small group activities</li> <li>• Uses language purposefully (to clarify, to ask for help, to refute, to give opinion, etc)</li> <li>• Demonstrates comprehension in a variety of ways—understands longer discussions and main points but may need additional processing time</li> <li>• Speaks in short phrases and complete sentences</li> <li>• Begins to use language more freely—participate comfortably in most conversations and discussions on familiar topics.</li> <li>• Has a grasp of basic grammar features (present, past, future tenses)</li> <li>• You may see this student overgeneralize and make errors in grammar and meaning because of it</li> <li>• You may see this student suffer from culture shock or from cultural/linguistic frustration and fatigue</li> <li>• Know enough English to develop and demonstrate elements of grade-appropriate writing in English but may need added support when topics are abstract, academically challenging or unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on key concepts</li> <li>• Provides frequent comprehension checks that go beyond just “yes” answers from student</li> <li>• Uses center or performance-based assessment</li> <li>• Uses expanded vocabulary</li> <li>• Asks open-ended questions that stimulate language production</li> </ul>	<ul style="list-style-type: none"> <li>• Why?</li> <li>• How?</li> <li>• How is this like that?</li> <li>• Tell me about...</li> <li>• Describe</li> <li>• Talk about...</li> <li>• How would you change this part?</li> </ul>	<ul style="list-style-type: none"> <li>• Student may be able to be the scribe or reporter for a group</li> <li>• contribute more to class discussions, especially after "think/pair/share" or other small group interactions</li> <li>• provide oral presentations one-on-one or in small groups</li> <li>• play and role play is vital here</li> </ul>
<p><b>Advanced High</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in reading and writing activities to acquire new information</li> <li>• Understand longer, elaborated directions, conversations and discussions with little dependence on visuals and other cues</li> <li>• Rarely require the speaker to repeat, slow down or rephrase</li> <li>• Use English at a level of complexity and detail nearly comparable to that of native English-speaking peers</li> <li>• Written errors are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</li> <li>• Have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English speaking peers</li> <li>• Students produce connected narratives.</li> <li>• Students are able to resolve conflicts verbally and provide verbal explanations of their thought process (metacognitive awareness)</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters conceptual development and expanded literacy through content</li> <li>• Continues to make lessons comprehensible and interactive</li> <li>• Teaches organizational, thinking and study skills</li> <li>• Continues to be alert to individual differences in language and culture</li> <li>• Continues to validate students’ languages and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• What would you recommend/suggest?</li> <li>• How do you think this story will end?</li> <li>• What is the story mainly about?</li> <li>• What is your opinion on this matter?</li> <li>• Describe/compare and contrast</li> <li>• How are these similar/different?</li> <li>• What would happen if?</li> <li>• Which do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Students may be able to teach the class about his/her home country</li> <li>• demonstrate or model ways of solving math problems, etc. in his/her home country</li> <li>• interview others</li> <li>• work in small and large groups and participate fully in all class activities</li> <li>• write detailed reports</li> </ul>

Adapted from CAL and TELPAS materials by Minda Morren Lopez, Ph.D.

## Language Acquisition

### Grammar-Translation Method

- Reading of difficult classical texts is begun early
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
- Little or no attention is given to pronunciation

### Direct Method

- Classroom instruction is conducted exclusively in the target language
- Only everyday vocabulary and sentences are taught
- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes
- Grammar is taught inductively
- New teaching points are introduced orally
- Concrete vocabulary is taught through demonstration, objective, and pictures; abstract vocabulary is taught by association of ideas
- Both speech and listening comprehension are taught
- Correct pronunciation and grammar are emphasized
- Emphasis is on natural language acquisition
- Involved demonstration by teacher on role playing through active use of pictures, films, tapes, and other visuals
- Stress is placed on total immersion in second language with no use of the first language

### Audio-Lingual Method (based on Behaviorist theories)

- New material is presented in dialogue form
- There is no dependence on mimicry, memorization of set phrases, and over learning
- Structures are sequenced by means of contrastive analysis and taught one at a time
- Structural patterns are taught using repetitive drills
- Little or no grammatical explanation; grammar is taught by inductive analogy rather than deductive explanation
- Vocabulary is strictly limited and learned in context
- There is much use of tapes, language labs, and visual aids
- Great importance is attached to pronunciation
- Very little use of the mother tongue by teachers is permitted
- Successful responses are immediately reinforced
- Great effort to get students to produce error-free utterances
- Tendency to manipulate language and disregard content

### The Silent Way

- Learning is facilitated if the learner discovers or creates rather than repeats what is to be learned
- Learning is facilitated by accompanying (mediating) physical objects
- Learning is facilitated by problem solving involving the material to be learned

### Suggestopedia

- Emphasis is placed on childlike experimentation with the new language
- There is a strong use of the second language in explanations and discussions
- Encourages lack of inhibition and natural language acquisition
- Authority figure decides instructional program
- Use of music and highly suggestive materials
- Use of breathing techniques for relaxation
- Use of games and hands-on activities
- Use of role playing

### **Total Physical Response (TPR)**

- Useful for both adults and children in early stages of second language learning
- Teacher gives commands and models the physical movement to carry out the command
- Focus is on listening and comprehension by responding to commands with appropriate physical movement in early stages
- Adds body movements to the acquisition of structures and vocabulary
- Establishes a relationship between student and teacher as “expert knower” and “learner” respectively
- The learner moves through levels of competency described as “not knowing, to value, to self-worth, to wholeness”
- Hopefully, the learner becomes a member of a learning community that works together as a cohort of learners of the second language

### **Cognitive Academic Language Learning Approach (CALLA)**

- Focus is on academic skills in the content areas
- Supported by cognitive theorists
- Useful for ESL students that have developed Basic Interpersonal Communication Skills (BICS)
- Useful for foreign students who have developed Cognitive Academic Language Proficiency (CALP) in their primary language and need assistance in transferring concepts and skills to the second language
- Uses learning strategies unique to the CALLA Approach

### Natural Approach

- Emphasis is on the generality of the acquisition process
- Techniques focus on providing context in the classroom for natural language acquisition to occur in order to acquire the maximum comprehensible input

- Emphasis is placed on speech through the creations of low-anxiety situations (affective filter)
- Recognizes the difference between BICS and CALP

### **Sheltered Instruction/SIOP** (S.I. Observation Protocol)

- Compilation of many research based second language acquisition methods, techniques and strategies
- Content and language objectives are included in each lesson; language is taught through content area instruction, not as a separate subject
- Uses hands-on activities, graphic organizers, visuals, realia, modeling, cooperative learning as tools for effective learning
- Higher order thinking skills are included and key

### Critical Pedagogy

- Teacher listens to get to know the students and begins to dialogue, then moves to action
- Students are taught how to confront the forces in life that keep them passive
- Students challenge power structures
- Teachers are careful not to impose their own worldview
- Teachers and students communicate as “co-learners” Drama
- Role play provides a physical/emotional context for learners to acquire new language
- Playacting enables learners to take risks that they would normally not take as themselves

### Games

- Work to low the affective filter
- Enable students to use second language in meaningful and purposeful ways that facilitate acquisition

### Jazz Chants

- Enable students to practice the rhythm, intonation and natural nuances of language
- Music reduces the affective filter
- Rhythm and music facilitate the memorization of words, images, and ideas

Oller, J. W., & Richard-Amato, P. A. (Eds.). (1983). *Methods that work: A smorgasbord of ideas for language teachers*. Rowley, MA: Newbury House Publishers, Inc.

## Cognates & Vocabulary

The challenges that ESL learners have with vocabulary usually depend on the native language backgrounds. Many languages have words that are similar in sound and meaning to English words. These kinds of words are called cognates. They are some of the easiest words to learn, and you can use them initially to help students increase their English vocabulary rapidly.

To really understand words, students have to know:

1. What they mean
2. What other words they are used with
3. Which situations they are used in
4. What the social consequences of their use can be (e.g. saying "scram" has different social consequences from saying, "Please leave."). The best way to make sure that students know these things about vocabulary is to teach the vocabulary through use in realistic situations. If the situation is clear, the meaning and use of the vocabulary item also becomes clear. Teaching vocabulary through lists often results in students knowing how words are pronounced and what one meaning of a word is, but they really do not know how to use the words correctly.

### **Help students become word detectives**

Students may know how to break a word into parts to sound it out, but may not know how to break a word into parts to unlock its meaning. Teaching students how to recognize units of meaning such as prefixes, suffixes, and roots can help them expand their content area vocabulary.

- A small number of prefixes (un-, re-, in-, and dis-) accounts for a large number of the prefixed words that appear in school texts. Teaching the meaning of these common prefixes is extremely beneficial.
- To teach suffixes and inflections you can draw on those that students have begun to incorporate in their oral speech (e.g., -s, -ed, -ing, -ly). Spanish-speaking students already possess a clear understanding of the use of prefixes in their home language, and many Spanish suffixes are linked to common English suffixes. They should also be encouraged to draw on the vast number of English-Spanish cognates. When students are new to the language, it is especially helpful to incorporate cognates and word derivatives in word study activities such as word webs and other graphic representations that show how root words and cognates relate to English words.

A word of caution — recognizable word parts and cognates can sometimes be misleading for English learners. The vocabulary demands on English language learners are incredibly intense. The serious teaching of vocabulary is crucial if students are going to be able to comprehend increasingly complex texts. To help youngsters build strong academic vocabularies we must employ specialized strategies that have been proven effective for second language learners. Our goal as educators is to engage students in learning about words and to teach them how to unlock their meanings.

ONLINE RESOURCE: <http://spanishcognates.org/>

**Graphic Outline for Textbook Chapters**

1. Make 4 columns on a sheet of paper. In the left column, list the main headings of the chapter. Space them in proportion to the length of the section.
2. Look for subheadings. List them in the 2nd column next to the main headings with which they correspond.
3. Survey all the visuals. List them with a brief description in the third column.
4. Are there sidebars and margins? List these in the last column.
5. You now have a rough plan of the chapter. Draw boxes around each heading, subheading, visual and margin note. Draw lines to connect boxes to others in their section. Color code if necessary.

Main headings	Subheadings	Visuals	Margin notes

This activity is useful for students because it:

- *gives them the whole picture first and chunks the details*
- *sets the stage for learning*
- *helps students comprehend the text by providing a preview of content and key words/concepts*
- *provides for interaction when done in groups*
- *is less language bound than sheer comprehension questions*
- *is holistic*
- *aids with note taking*

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***Helping ESL students understand what they read***

Every day in school and at home ESL students have many different texts\* to read. [\* The word *texts* is used here to refer to all kinds of reading material that ESL students have to deal with; e.g., textbook passages, worksheet questions, short stories, Internet articles, etc.] It is through reading that they acquire much of their knowledge and understanding of the different subject areas, and reading often forms the basis of follow-up work such as class discussions or homework questions. For these reasons it is essential that ESL students are helped as much as possible and necessary to understand what they read. Many ESL students, often with their parents’ help, waste a great deal of precious time trying to make sense of texts that are too difficult for them. It is not unusual for a student to pore over a text for a couple of hours with a dictionary and still not understand it very well. Yet with a little assistance their frustrating reading experience can be turned into a more profitable one.

The purpose of this article therefore is to suggest to mainstream teachers how they can help the ESL students in their classes to become more effective readers. Firstly, I list some of the factors that can make texts difficult to understand. And secondly, I suggest ways that the texts that students are expected to read, e.g. in textbooks, can be made more accessible to them.

## What makes texts difficult to understand?

- **Illegibility**

A first, obvious difficulty relates to the legibility of a text. ESL students may have problems that are caused solely by the fact that what they are trying to understand has been poorly printed or copied, is badly set-out or is in a very small type-face.

- **Unfamiliar Words**

A written message may be difficult to understand because it contains many words that are unknown to the student. In the following text, for example, the instruction is simple but the language in which it is expressed is not:

*You are requested to desist from masticating gum in this establishment.*

- **Lack of Background Knowledge**

Another difficulty arises in cases where the necessary background knowledge is missing. Unless the student has a basic understanding of statistics, for example, there is little point in his/her looking up the unknown words in the following passage since the definitions are unlikely to further comprehension.

*To minimize two unknowns we differentiate with respect to each variable in turn treating the other variable as a constant. The process is called partial differentiation and the notation used is standard.*

- **Difficult Concepts**

The next difficulty can be seen in texts such as the following:

*The appeal of the view that a work of art expresses nothing unless what it expresses can be put into words can be reduced by setting beside it another view, no less popular in the theory of art, that a work of art has no value if what it expresses can be put into words.*

The words in themselves are not unduly difficult and no special background knowledge is required, but the concept expressed in the passage is complex.

- **Complex Syntax**

The above text about art is also difficult because of its syntactic complexity. In general, long sentences containing subordinate or embedded clauses tend to be less immediately intelligible than shorter, simpler ones. For example, the second instruction below is probably more readily understood than the first, which contains an embedded participial clause!

*Explain clearly using at least three different reasons or drawing three diagrams why McClelland lost the battle.*

*Explain clearly why McClelland lost the battle. Give at least three reasons or draw three diagrams.*

- **Advanced cohesion**

Cohesion refers to the way writers link phrases, clauses and sentences into a coherent whole. However, a mature and pleasing style can be impenetrable to language learners. In the pairs of sentences below, the first one in each case will probably be more difficult to understand than the second:

*John bought a red pencil and Mary a blue one.*

*John bought a red pencil and Mary bought a blue pencil.*

*The killer whale tosses the penguin into the air and generally torments its prey before it eats it.*

*The killer whale tosses the penguin into the air and generally torments the penguin before eating it.*

- **Poor Writing**

The final source of difficulty is associated with the many different manifestations of poor writing. For example, a text may be difficult because the ideas are not organized logically, or because punctuation is lacking, faulty or ambiguous, or because cohesion is slipshod. The following extract, taken from a recent IB Computing Studies exam, has an example of poor cohesion.

*A bar code is often found on produce sold in supermarkets and, by means of a bar code reader, a computer can directly identify that item.*

The student may fail to realize that 'that item' refers to 'produce'.

Any one of the above difficulties alone may interfere with comprehension, but when they occur in combination - such as in texts with complex syntax and unfamiliar vocabulary - the chances of an ESL student readily understanding the text are very much reduced.

### **How to help students understand what they read in textbooks**

Some of what your students have to read will be prepared by you, and there is detailed advice elsewhere on this teacher's site to help you produce comprehensible worksheets and tests. Much of what the students have to read in your subject, however, will come from textbooks or, more recently, from the Internet. Clearly, you have no control over the content and style of these passages; what you can do however is to decide whether or not to use the text at all with your students, or with your ESL students. Alternatively, you could choose to rewrite the text to make it more accessible. (This is a complex, time-consuming process, and your ESL teacher will be happy to advise or do it for you!)

Assuming you want to use a difficult passage from a textbook as it is, there are various strategies that students can apply to ensure that they have a better chance of understanding. Some of the more common ones are SQ3R (Survey, Question, Read, Recite, Review) and KWL (What do I know, What do I want to know, What have I learned) or other kinds of graphic organizer. The most important aspects of these various reading strategies are summarized in the following list:

- **Make sure that students understand why they are reading the text and what they will have to do afterwards.** ESL students often believe they need to understand every word of a text, whereas in many cases they can fulfill the task requirements by scanning or skimming through the passage. Having a clear reading purpose helps them to focus more efficiently on the information they need to extract.
- Ensure that students have the necessary background information before they are asked to read long texts. It is most important that they have a chance to focus on the topic and activate their existing knowledge of it before being confronted with the text. This often provides the opportunity to pre-teach essential vocabulary contained in the text
- Encourage students to read up about the topic beforehand, or discuss it at home with their parents, **in their own language**
- Have students predict the information they will find out in the text
- Ask students to write questions that they would like to have answered by the text
- Introduce some key vocabulary from the text
- Have students predict the vocabulary they will meet in the text
- Remind students of the importance of looking at headings, diagrams, and illustrations and their captions
- Tell students to note parts of the text that they could make no sense of. (They can later ask you or another student to explain it to them.)

One more piece of advice: Many textbooks are organized around a unifying principle so that each chapter follows the same pattern. It is helpful to make sure that students know their way around the book, particularly if it contains a glossary. Much of this above advice is standard practice because it is good for all students, not just ESL students. However, in mainstream classes, as in ESL classes, the emphasis should be on training students to apply these reading strategies independently where possible. It does not help in the long run if they expect to be "walked through" every difficult text they encounter.

**From:** <http://www.colorincolorado.org/teaching/firstreading.php>

## Formative and Summative Assessments in the Classroom

By Catherine Garrison & Michael Ehringhaus

Downloaded from:

<http://www.nmsa.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>

Using Formative Assessments to Individualize Instruction and Promote Learning

Testing vs. Teaching: The Perceived Impact of Assessment Demands on Middle Grades Instructional Practices

Assessment Resources

Successful middle schools engage students in all aspects of their learning. There are many strategies for accomplishing this. One such strategy is student-led conferences. As a classroom teacher or administrator, how do you ensure that the information shared in a student-led conference provides a balanced picture of the student's strengths and weaknesses? The answer to this is to balance both summative and formative classroom assessment practices and information gathering about student learning.

Assessment is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. In order to grapple with what seems to be an over use of testing, educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur.

Defining Formative and Summative Assessments

The terms "formative" and "summative" do not have to be difficult, yet the definitions have become confusing in the past few years. This is especially true for formative assessment. In a balanced assessment system, both summative and formative assessments are an integral part of information gathering. Depend too much on one or the other and the reality of student achievement in your classroom becomes unclear.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but here are some examples of summative assessments:

- \* State assessments

- \* District benchmark or interim assessments
- \* End-of-unit or chapter tests
- \* End-of-term or semester exams
- \* Scores that are used for accountability for schools (AYP) and students (report card grades).

The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process. It takes formative assessment to accomplish this.

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

One distinction is to think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. A good analogy for this is the road test that is required to receive a driver's license. What if, before getting your driver's license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while practicing? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver's license—not a reflection of all the driving practice

that leads to it. The same holds true for classroom instruction, learning, and assessment.

Another distinction that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students need to be involved both as assessors of their own learning and as resources to other students. There are numerous strategies teachers can implement to engage students. In fact, research shows that the involvement in and ownership of their work increases students' motivation to learn. This does not mean the absence of teacher involvement. To the contrary, teachers are critical in identifying learning goals, setting clear criteria for success, and designing assessment tasks that provide evidence of student learning.

One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact, research shows descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. In other words, descriptive feedback is not a grade, a sticker, or "good job!" A significant body of research indicates that such limited feedback does not lead to improved student learning.

There are many classroom instructional strategies that are part of the repertoire of good teaching. When teachers use sound instructional practice for the purpose of gathering information on student learning, they are applying this information in a formative way. In this sense, formative assessment is pedagogy and clearly cannot be separated from instruction. It is what good teachers do. The distinction lies in what teachers actually do with the information they gather. How is it being used to inform instruction? How is it being shared with and engaging students? It's not teachers just collecting information/data on student learning; it's what they do with the information they collect.

Some of the instructional strategies that can be used formatively include the following:

\*Criteria and goal setting with students engages them in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know the learning target/goal and the criteria for reaching it. Establishing and defining quality work together, asking students to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success are all examples of this strategy. Using student work, classroom tests, or exemplars of what is

expected helps students understand where they are, where they need to be, and an effective process for getting there.

\*Observations go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences.

\*Questioning strategies should be embedded in lesson/unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning. An "exit slip" at the end of a class period to determine students' understanding of the day's lesson or quick checks during instruction such as "thumbs up/down" or "red/green" (stop/go) cards are also examples of questioning strategies that elicit immediate information about student learning. Helping students ask better questions is another aspect of this formative assessment strategy.

\*Self and peer assessment helps to create a learning community within a classroom. Students who can reflect while engaged in metacognitive thinking are involved in their learning. When students have been involved in criteria and goal setting, self-evaluation is a logical step in the learning process. With peer evaluation, students see each other as resources for understanding and checking for quality work against previously established criteria.

\*Student record keeping helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a "grade," to see where they started and the progress they are making toward the learning goal.

All of these strategies are integral to the formative assessment process, and they have been suggested by models of effective middle school instruction.

### Balancing Assessment

As teachers gather information/data about student learning, several categories may be included. In order to better understand student learning, teachers need to consider information about the products (paper or otherwise) students create and tests they take, observational notes, and reflections on the communication that occurs between teacher and student or among students. When a comprehensive assessment program at the classroom level balances formative and summative student learning/achievement information, a clear picture emerges of where a student is relative to learning targets and standards.

Students should be able to articulate this shared information about their own learning. When this happens, student-led conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

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## Chronology of Federal and State Law & Policy Impacting Language Minority Students

How has federal policy for language minority students evolved in the U.S.?

- 1920s-1960s English immersion or “sink-or-swim” policies are the dominant method of instruction of language minority students. Few or no remedial services are available, and students are generally held at the same grade level until enough English is mastered to advance in subject areas.
- 1963 Success of a two-way bilingual program for Cuban refugee children in Dade County, FL. inspires the implementation of similar programs elsewhere.
- 1964 *Civil Rights Act: Title VI* prohibits discrimination on the basis of race, color, or national origin in the operation of all federally assisted programs.
- 1968 *The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968*: Establishes federal policy for bilingual education for economically disadvantaged language minority students; allocates funds for innovative programs; and recognizes the unique educational disadvantages faced by non-English speaking students.
- 1978 Amendments to *Title VII* emphasize the strictly transitional nature of native language instruction, expand eligibility to students who are limited English proficient (LEP), and permit enrollment of English-speaking students in bilingual programs.
- 1982 Amendments to *Title VII* allow for some native language maintenance, provide program funding for LEP students with special needs, support family English literacy programs, and emphasize importance of teacher training.
- 1988 Amendments to *Title VII* include increased funding to state education agencies, expanded funding for “special alternative” programs where only English is used, a three-year limit on participation in most *Title VII*, and the creation of fellowship programs for professional training.
- 1994 Comprehensive educational reforms entail reconfiguration of *Title VII* programs. New provisions reinforce professional development programs, increased attention to language maintenance and foreign language instruction, improve research and evaluation at state and local level, supply additional funds for immigrant education, and allow participation of some private school students.

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- 2001 *No Child Left Behind Act of 2001 (NCLB)*: The reauthorization of the Elementary and Secondary Education Act of 1965, appropriates funds to states to improve the education of limited English proficient students by assisting children to learn English and meet challenging state academic content and student academic achievement standards. Legislation for limited English proficient students is found under Title III of NCLB.

## **SUPREME COURT**

### **\*\*1974 *Lau v. Nichols***

This suit by Chinese parents in San Francisco leads to the ruling that *identical* education does not constitute *equal* education under Title VI of the Civil Rights Act of 1964. School districts must take affirmative steps to overcome educational barriers faced by non-English speakers. This ruling established that the Office for Civil Rights, under the former Department of Health, Education, and Welfare, has the authority to establish regulations for Title VI enforcement.

### **\*\*1982 *Plyler v. Doe***

Under the Fourteenth Amendment of the U.S. Constitution, the state does not have the right to deny a free public education to undocumented immigrant children.

## **FEDERAL COURT**

1971 *United States of America v. State of Texas, et al.*

This desegregation case centered on the issue of discrimination and whether the San Felipe and Del Rio school districts were providing Mexican American students an equal educational opportunity. On August 6, 1971, Judge William Wayne Justice ordered the consolidation of the two districts. As a result of the lawsuit, the federal court came down with a court order, Civil Action 5281, which eliminates discrimination on grounds of race, color, or national origin in Texas public and charter schools.

#### 1974 *Serna v. Portales*

The 10<sup>th</sup> Circuit Court of Appeals found that Spanish surnamed students' achievement levels were below those of their Anglo counterparts. The court ordered Portales Municipal Schools to implement a bilingual/bicultural curriculum, revised procedures for assessing achievement, and hire bilingual school personnel.

#### 1978 *Cintron v. Brentwood*

The Federal District Court for the Eastern District of New York rejected the Brentwood School District's proposed bilingual program on the grounds that it would violate "Lau Guidelines" by unnecessarily segregating Spanish-speaking students from their English-speaking peers in music and art. The court also objected to the program's failure to provide for exiting students whose English language proficiency was sufficient for them to understand mainstream English instruction.

#### 1978 *Rios v. Reed*

The Federal District Court for the Eastern District of New York found that the Pastchogue-Medford School District's transitional bilingual program was basically a course in English and that students were denied an equal educational opportunity by not receiving academic instruction in Spanish. The court wrote: "A denial of educational opportunities to a child in the first years of schooling is not justified by demonstrating that the educational program employed will teach the child English sooner than a program comprised of more extensive Spanish instruction."

## **\*\*1981 *Castañeda v. Pickard***

Reputed to be the most significant court decision affecting language minority students after *Lau*. In responding to the plaintiffs' claim that Raymondville, Texas Independent School District's language remediation programs violated the Equal Educational Opportunities Act (EEOA) of 1974, the Fifth Circuit Court of Appeals formulated a set of basic standards to determine school district compliance with EEOA.

The "Castañeda test" includes the following criteria: (1) *Theory*: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy; (2) *Practice*: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality; (3) *Results*: The school must not persist in a program that fails to produce results.

1981 *United States v. State of Texas et al.*, January 12, 1981

The U.S. District Court for the eastern district of Texas, Tyler division, instructs TEA to phase in mandatory bilingual education in grades K-12. This decision outlined specific requirements including: three year monitoring cycles, identification of LEP students, and a language survey for students entering school and established the need for exit criteria.

1982 *United States v. State of Texas et al.*, July 12, 1982

The U.S. Court of Appeals, Fifth Circuit reverses the previous judgment of U.S. v. State of Texas et al., January 12, 1981 because of state legislation enacted in 1981.

1983 *Keyes v. School District #1*

A U.S. District Court found that a Denver public school district had failed to adequately implement a plan for language minority students which is the second element of the "Castañeda Test."

1987 *Gomez v. Illinois*

The Seventh Circuit Court of Appeals ruled that State Education Agencies are also required under EEOA to ensure that language minority student's educational needs are met.

## **Noteworthy Legislation in Texas Regarding Bilingual/ESL Education**

1969 HB 103 The 61<sup>st</sup> legislature passed the state's first bilingual education bill. This Act acknowledged English as the primary language of instruction in school and *allowed* but did not require school districts to provide bilingual instruction through Grade 6.

1973 SB 121 The 63<sup>rd</sup> legislature passed the Texas Bilingual Education and Training Act. This Act directed each school district in which 20 or more LEP students in the same grade shared the same language classification the previous year to institute a program of bilingual instruction beginning with the 1974-75 school year.

1978 In November, the State Board of Education adopted the rules governing the implementation of Special language programs for LEP students.

1981 SB 477

This Act strengthened the guidelines necessary to implement the state bilingual plan and established the Language Proficiency Assessment Committees (LPAC).

Texas Education Agency Bilingual/ESL Unit August 2004

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## Program Alternatives for Linguistically Diverse Students

	<b>SHELTERED INSTRUCTION IN ENGLISH</b>	<b>NEWCOMER PROGRAMS</b>	<b>TRANSITIONAL BILINGUAL</b>	<b>DEVELOPMENTAL BILINGUAL</b>	<b>SL/FL IMMERSION</b>	<b>TWO-WAY IMMERSION</b>
<b>Language Goals</b>	Academic English proficiency	English proficiency	Transition to all-English instruction	Bilingualism	Bilingualism	Bilingualism
<b>Cultural Goals</b>	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Understanding of and integration into mainstream American culture	Integration into mainstream American culture and maintenance of home/heritage culture	Understanding and appreciation of L2 culture and maintenance of home/mainstream American culture	Maintenance/integration into mainstream American culture and appreciation of other culture
<b>Academic Goals</b>	Same as district/program goals for all students	Varied	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students	Same as district/program goals for all students
<b>Student Characteristics</b>	Limited or no English; Some programs mix native and non-native English speakers	Limited or no English; Low level literacy; Recent arrival; Variety of language/cultural backgrounds	Limited or no English; All students have same L1; Variety of cultural backgrounds	Limited or no English; All students have same L1; Variety of cultural backgrounds	Speak majority language (English in U.S.); May/may not be from majority culture	Native English speakers and students with limited or no English; Variety of cultural backgrounds
<b>Grades Served</b>	All grades (during transition to English)	K-12; most prevalent at middle/high school levels	Primary and elementary grades	Elementary grades	Early immersion serves K-8, preferably K-12	K-8, preferably K-12
<b>Entry Grades</b>	Any grade	Most students enter in middle or high school	K, 1, 2	K, 1, 2	K, 1	K, 1
<b>Length of Student Participation</b>	Varied: 1-3 years or as needed	Usually 1-3 semesters	2-4 years	Usually 6 years (+K), preferably 12 years (+K)	Usually 6 years (+K), preferably 12 years (+K)	Usually 6 years (+K), preferably 12 years (+K)
<b>Participation of Mainstream Teachers</b>	Yes; preferable if mainstream teachers have SI training	Yes; mainstream teachers must have training in SI	Yes; mainstream teachers must have training in SI	No; stand-alone program with its own specially trained teachers	Yes; mainstream teachers teach English curriculum	Yes; mainstream teachers with special training
<b>Teacher Qualifications</b>	Often certified ESL or bilingual teachers and content teachers with SI training; Preferably bilingual	Regular certification; Training in SI; Preferably bilingual	Bilingual certificate	Bilingual-multicultural certificate; Bilingual proficiency	Regular certification; Training in immersion pedagogy; Bilingual proficiency	Bilingual/immersion certification; Bilingual proficiency; Multicultural training
<b>Instructional Materials, Texts, Visual Aids</b>	In English with adaptations; visuals; realia; culturally appropriate	In L1 or in English with adaptations	In L1 and English; English materials adapted to students' proficiency levels	In L1 and English; English materials adapted to students' proficiency levels	In L2 (with adaptations as needed), plus English texts, where appropriate	In minority language and English, as required by curriculum of study

## HOW ARE DIFFERENT ESL PROGRAMS CLASSIFIED?

ESL program designs can be broadly categorized as either stand-alone ESL or ESL-plus. In general, stand-alone ESL programs group LEP students together and instruct them in a manner similar to that used in foreign language classes. The focus of the program is primarily linguistic. Stand-alone ESL programs operate solely for LEP students who are taken out of their regular classroom environment and placed in a setting where their need for instruction in and about English can be addressed in a special way (Ohio State Dept. of Education, 1987). Stand-alone ESL programs usually operate for small portions of each school day, although in some less-than-ideal circumstances, they may operate less, with students receiving special instruction only two or three times a week.

ESL-plus programs may include a component of special instruction in and about English (like the stand-alone programs) but generally go beyond the linguistic scope to focus on content area instruction, which may be given in the student's native language or in English. ESL-plus programs generally serve students for a longer portion of the instructional day than stand-alone programs, and in some instances represent the student's entire instructional program.

## WHAT ARE SOME EXAMPLES OF STAND-ALONE ESL PROGRAM DESIGN?

--Pull-out (generally used in an elementary setting). The student is pulled out of the regular classroom for special instruction in ESL. This pull-out instruction may be provided by teachers who are assigned to just one building (where the number of students needing instruction is large enough), or it may be provided by one teacher who travels to several schools to serve small numbers of children scattered throughout the district (Chamot and Stewner-Manzanares, 1985). Students from different first-language backgrounds may be separated into groups for instruction. The teacher may or may not be trained in ESL (O'Malley and Waggoner, 1984), and is generally not bilingual.

--Class period (generally used in a middle or secondary school setting). Students receive ESL instruction during a regular class period, generally receiving credit for the course, just like any other course taken in a departmentalized setting. Students may be grouped according to their level of English proficiency. The teacher is generally not bilingual (Ohio State Dept. of Education, 1987).

--Resource Center. A variation of the pull-out design, the resource center brings students together from several classes or several schools. The resource center generally is an "enriched" version of the pull-out design, with materials and staff being concentrated in one location to provide a wider variety of language instruction and experiences. Students may be pulled out of their

regular classrooms for one or more periods of ESL instruction. The resource center is generally staffed with at least one full-time ESL teacher, who may or may not be bilingual (Ohio State Dept. of Education, 1987).

#### WHAT ARE SOME EXAMPLES OF ENGLISH-PLUS PROGRAM DESIGN?

--Bilingual Education Programs (used either at the elementary or secondary level (Seelye and Navarro, 1977). Bilingual programs are classified as "early transition" or "late transition" programs, depending on the criteria used to determine whether students can succeed in an all-English curriculum. In early exit programs, students are mainstreamed primarily on the basis of oral English proficiency. In "late transition," students are mainstreamed on the basis of English proficiency--including reading and writing--sufficient for sustaining academic achievement in an all-English classroom.

In both early and late transition programs, students receive instruction that develops their native language skills, instruction in ESL, and content area instruction in varying degrees in English or the first language. Students are grouped according to first language, and teachers are bilingual (Hernandez-Chavez, 1984).

--Structured Immersion Programs (used either in elementary or secondary level schools). Immersion programs include, in varying degrees, development of the student's first language skills and content area instruction in English. No structured ESL component is included. While students may address the teacher in either their first language or English, teachers (who are bilingual) respond generally in English. Content area instruction is based on the notion of "comprehensible input," in which the teacher uses only the vocabulary and structures that can be understood by students (Ramirez, 1986).

--Sheltered English or Content-Based Programs (used primarily to date with secondary school students). These "alternative" content classes allow LEP speakers from different backgrounds with some English proficiency to be grouped into specific content classes especially designed to provide them with "comprehensible input" (see previous section). A trained ESL teacher who is not necessarily bilingual provides instruction. Sheltered English or content-based programs may parallel virtually all mainstream academic curricular offerings or may consist of only one or two subjects (Chamot and Stewner-Manzanares, 1985).

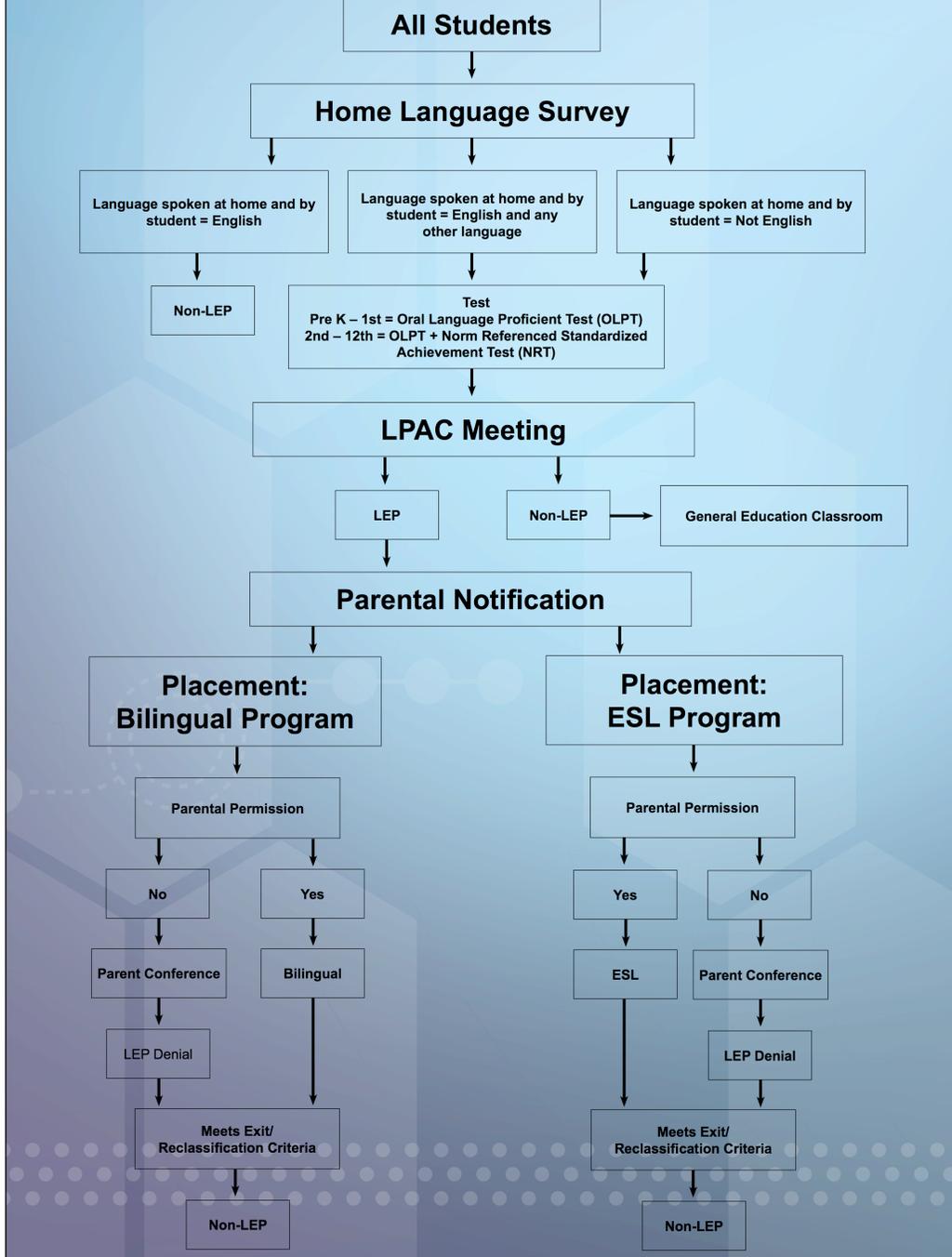
--High Intensity Language Training (HILT) Programs (used primarily at the secondary level). In a HILT design, LEP students of various language backgrounds are grouped for a significant portion of the school day. Students receive intensive training in ESL, usually for three hours a day in the first year of instruction, less in succeeding years (Chamot and Stewner-Manzanares, 1985).

Placement of students into regular classrooms is accomplished on a subject-by-subject basis and usually includes initial mainstreaming into linguistically undemanding classes such as music, physical education, and art. Some HILT models may incorporate content-based or sheltered English classes as an additional feature of program design. Teachers are trained in ESL and are not necessarily bilingual.

<http://www.ericdigests.org/pre-927/types.html>

# LPAC

## Limited English Proficient Training Flowchart



## Glossary of Second Language Acquisition Terms

Term	Usage
Additive Model/Common Underlying Proficiency	Theory that both acquisition of first and second languages can contribute to underlying language proficiency. Experiences with both languages, according to Cummins, promote the development of the proficiency underlying both languages, given adequate motivation and exposure to both, within school or the wider environment. SUP (Separate Underlying Proficiency) approach indicates that no such relationship/synergy exists between <a href="#">L1</a> and <a href="#">L2</a> language acquisition.
Affective Filter	Optimal input occurs when the "affective filter" is low (Krashen, 1982). The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges.
Audio-Lingual Method (Skinner and others)	Non-communicative approach that involves heavy use of mimicry, imitation and drill. Speech and not writing is emphasized. It is perhaps unfair to associate this approach with B.F. Skinner whose theories would in no way preclude a communicative approach to second language acquisition instruction.
BICS	Basic Interpersonal Communication Skills (BICS) are those that are cognitively-undemanding and include known ideas, vocabulary and syntax. They are the aspects of communication that are used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.). BICS skills represent the informal aspects of social talk as well as skills that do not require a high degree of cognition (e.g., naming objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or phrases and produce single words or short phrases. When students begin to acquire a second language, they are typically able to develop BICS within 2-3 years. <i>Most importantly, Cummins cautioned that students should not be placed in learning situations in which a second language (L2) is used just because they have adequate L2 BICS.</i>
Bilingual Education Act (Title VII)	Compensatory program to support education programs, train teachers/aides, develop and disseminate instructional materials and encourage parental involvement in bilingual/ESL education. In 1970 the Office of Civil Rights (OCR) informed school districts with more than 5% national origin-minority students that they must provide some kind of special language instruction for <a href="#">LEP</a> students. The OCR also prohibited the assignment of students to classes for the handicapped on the basis of English language skills; prohibited placing students in vocational tracks instead of teaching them English and mandated that administrators communicate with parents in a language they can understand.
Bilingual language User	A person who is skilled to some degree in two languages. This might be someone who speaks two languages (e.g., English and Spanish)
CALP	Cognitive Academic Language Proficiency, or CALP. CALP takes much longer than BICS to develop; usually about 5-7 years. CALP skills are those that are necessary for literacy attainment and academic success. CALP enables students to have academic, analytical conversation and to independently acquire factual information. CALP is used to use information acquired to find relationship, make inferences, and draw conclusions.

Cognitive Academic Language Learning Approach (CALLA)	Instructional approach that provides explicit teaching of learning strategies within academic subject areas. Strategies are divided into three major categories: (1) Metacognitive (planning, self-monitoring, classifying, etc.); (2) Cognitive (note taking, summarizing, making inferences, self-reflection, etc.) and (3) Social-affective (Asking questions, cooperative learning, peer tutoring, etc.).
Communicative Approaches	Teaching approach where negotiation for meaning is critical. The teacher becomes a facilitator. Collaborative learning and peer interaction is important. Students and teacher select and organize curriculum contents.
Comprehensible Input	Input + 1/Zone of Proximal Development- Input/instruction that is just above the students abilities. Instruction that is embedded in a meaningful context, modified (paraphrasing, repetition), collaborative/ interactive and multimodal.
Cultural Adaptation/Culture Shock Cycle	Model of what happens when a person is introduced into a new culture and then must return to their home culture. Stages include: (1) Pre-departure anxiety; (2) Arrival honeymoon; (3) Initial culture shock; (4) Surface adjustment; (5) Mental isolation; (6) Return anxiety and (8) Re-entry culture shock.
Cummin's Classification of Language and Content activities.	Divided activities/modes of instruction and learning along two continuums (context embedded/reduced and academic and cognitively demanding /undemanding). Instruction should progress from context embedded/academically non-demanding to context reduced/academically demanding. Teacher should be aware of where his instruction falls and how it is relating to the needs of his students who may be in various stages of language acquisition and development.
Direct Method (Berlitz)	Non-communicative method that involves exclusive use of target/L2 language, uses a step by step progression of material and considers correct translation to be very important.
ELD	English Language Development
ESL (English as a Second Language)	As distinguished from true Bilingual education, ESL emphasizes the submersion /submersion + ESL/pullout approach and where the goal is early transition. Instruction in English is looked upon as remedial.
Grammar	A theory or hypothesis, about the organization of language in the mind of speakers of that language--the underlying knowledge that permits understanding and production of language.
Grammar Translation Method	This is a non-communicative approach that relies heavily on reading and translation, mastery of grammatical rules and accurate writing.
Home Language Survey (HLS)	Form completed by parents/guardians that gives information about a student's language background. One (only one) must be on file for every LEP student.
Humanistic Approach (Galyean)	Communicative approach that focuses on the whole learner, starts with the individual then expands to group and includes music, art and physical activity.

Immersion Programs	Bilingual program similar to dual language or <a href="#">two-way program</a> . Sometimes also used to describe a program where <a href="#">L1</a> students are given academic instruction in a non-native language for enrichment.
Input +1 (i + 1)	Optimal input must be at a level slightly above that of the learner. Krashen labeled this concept "input + 1". To explain this principle, Krashen uses an analogy of an English speaker trying to comprehend Spanish from a radio program. Those of us who have a beginner's ability to speak Spanish and who have listened to a Spanish radio broadcast know how frustrating (and incomprehensible) it can be to try to attend to input that is just too complex and that lacks a visible context from which we can deduce clues.
L1	Primary language
L2	Secondary language
Language Acquisition Theory (Krashen and others)	<p>Acquisition and learning are two separate processes. Learning is knowing about a language (formal knowledge). Acquisition is the unconscious process that occurs when language is used in real conversation.</p> <p>Language Acquisition Theory embodies the following hypotheses:</p> <ul style="list-style-type: none"> <li>A. Natural Order: Natural progression/order of language development exhibited by infants/young children and/or second language learners (child or adult). (<a href="#">PEPSI</a>)</li> <li>B. Monitor: Learning (as opposed to acquisition) serves to develop a monitor- an error detecting mechanism that scans utterances for accuracy in order to make corrections. As a corollary to the monitor hypothesis, language acquisition instruction should avoid emphasis on error correction and grammar. Such an emphasis might inhibit language acquisition, particularly at the early stages of language development.</li> <li>C. Input: Input needs to be <a href="#">comprehensible</a>.</li> <li>D. <a href="#">Affective Filter</a></li> </ul>
Language Assessment Tests	<p>LAS Oral/Reading/Writing</p> <p>Idea Oral Proficiency (IPT)</p> <p>Woodcock-Munoz Language Survey (WML)</p>
LAS	<p>Language Assessment Scales. State approved assessment test to determine language status and appropriate placement for LEP students.</p> <p><i>English LAS: LAS-Oral and LAS Read/Write</i></p> <p><i>Spanish LAS Oral and LAS Read/Write</i></p>
Lau v. Nichols	Supreme Court case where the Court ruled that, "There is no equality of treatment merely by providing students the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education". Also: Lau remedies.

LEP	Limited English Proficient Students
Maintenance Bilingual Program	Bilingual program whose goal is to maintain English learner's native language and culture. Students are encouraged to be proficient in English and their native tongue.
Morphology	The study of the units of meaning in a language (morphemes)
Natural Approach (Terrell and Krashen)	<a href="#">Communicative approach</a> that: (1) Takes into account <a href="#">PEPSI</a> ; (2) Uses <a href="#">comprehensible input</a> ; (3) Stresses low <a href="#">affective filter</a> and (4) Uses meaningful, authentic communication/activities.
Noam Chomsky	Pioneered cognitive/gestalt approach to understanding language acquisition. Mind contains Language Acquisition Device that generates rules through the unconscious acquisition of <a href="#">grammar</a> .
Phase or Stage	Periods of development that are typically used in discussion of language ability instead of ages to refer to a child's process.
Phonology	The study of the sound patterns of a language.
Pragmatics	The general study of how context affects the user's interpretation of language.
Primary Language	The language of most benefit in learning new and difficult information.
Semantics	The study of meanings of individual words and or larger units such as phrases and sentences.
Silent Way (Gattegno)	<a href="#">Communicative approach</a> that makes learner responsible for own learning and makes extensive use of Cuisenare rods, color-coding and other manipulatives.
SOLOM (Student Oral Language Observation Matrix)	Form designed to help teachers assess oral language skills of students—similar to TX developed observation matrix used for the TOP.

Specially Designated Academic Instruction in English (SDAIE) <i>(Acronym used in California)</i>	<p>Academic, subject area instruction that takes into account the special needs of <a href="#">LEP</a> and other students by fostering:</p> <ol style="list-style-type: none"> <li>1. Active student participation</li> <li>2. Social interaction</li> <li>3. Integrated oral and written language</li> <li>4. Authentic books and tasks</li> <li>5. Adequate coverage of background knowledge required to master a topic (vocabulary, key concepts, etc.).</li> </ol>
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Stages of Language Development (PEPSI)	<p>Level 1: Pre-Production Stage (Silent Period): Minimal comprehension, no verbal production. In Texas they tend to say “Beginner”</p> <p>Level II: Early Production Stage. Limited Comprehension; One/two-word response. “Intermediate”</p> <p>Level III: Speech Emergence Stage. Increased comprehension; Simple sentences; Some errors in speech. “Advanced”</p> <p>Level IV: Intermediate Fluency Stage. Very good comprehension; More complex sentences; Complex errors in speech. “Advanced High”</p>
Submersion	Sink or swim approach to <a href="#">ELD</a> instruction. <a href="#">L2</a> students are placed in the same classes as <a href="#">L1</a> students and required to learn as much as they can (THIS IS BAD).
Submersion + ESL(also known as Pullout ESL)	English learners are given a separate <a href="#">ESL</a> class for a prescribed period of time, usually one hour per day. The rest of the day is spent in classes with L1 learners.
Suggestopedia (Lozanov)	<a href="#">Communicative approach</a> that uses Baroque music (in the session phase of a lesson) and stresses a welcoming atmosphere and natural settings. A Suggestopedia lesson may have three phases: (1) Pre-session; (2) Session and (3) Post-session.
Syntax	The study of the sentence patterns of a language and rules that govern the correctness of a sentence. (Grammar)
Target Language	The language students are attempting to learn (i.e. English in an ESL classroom).
Total Physical Response (TPR) (James Asher)	<a href="#">Communicative approach</a> where students respond with actions, not words first. Instruction is concrete and can be introductory to reading/writing experiences.
Transitional Bilingual Education	Bilingual program whose goal is to help English learners ultimately adjust to an all English educational program. May be early-exit ( 2 <sup>nd</sup> grade) or late-exit (6 <sup>th</sup> grade).
Two-Way Immersion also known as Dual Language	<p>Bilingual program where <a href="#">L2</a> learners receive <a href="#">L1</a> instruction and L1 students receive L2 instruction. To be effective program must:</p> <ol style="list-style-type: none"> <li>1. Allow for development of <a href="#">CALP</a></li> <li>2. Optimal input in both languages.</li> <li>3. Focus on academic subjects.</li> <li>4. Integrate the curriculum.</li> <li>5. Allow for monolingual instruction for sustained periods.</li> <li>6. Have home-school collaboration</li> <li>7. Empower students as active learners.</li> <li>8. Make sufficient use of minority language.</li> </ol>

## Glossary from TEA

<http://www.tea.state.tx.us/index2.aspx?id=2147486282>

**academic language:** language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study (TESOL, 1997).

**additive bilingualism:** an enrichment process where students acquire a second language with no fear of native language loss or abandonment of their own cultural identity.

**BICS:** Basic Interpersonal Communication Skills; refers to conversational language.

**biculturalism:** nativelylike knowledge of two cultures; includes the ability to respond effectively to different demands of these two cultures (TESOL, 1997).

**bilingual instruction:** instruction in two languages, usually a native and a second language.

**bilingual program:** enriched program where students learn knowledge and skills in two languages.

**biliteracy:** capability to read, write, listen, and speak with nativelylike skill and comprehension in two languages.

**CALP:** Cognitive Academic Language Proficiency; refers to the academic languages of the disciplines.

**code-switching:** using more than one language interchangeably within the same sentence/conversation.

**comprehensible instruction:** carefully making instruction understood by using strategies that scaffold language acquisition.

**content-based ESL:** a model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills (TESOL, 1997).

**cultural responsiveness:** capability to respond to others with consideration, respect, and sensitivity due to an increased awareness of the need to recognize and validate interpersonal/cultural differences.

**culture:** a sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating and acting (TESOL, 1997).

**developmental bilingual education:** attempts to preserve and enhance students' skills in the native language while they acquire a second language (Crawford, 1991).

**dual language immersion (DLI):** provides instruction in two languages for English speakers and non-native speakers of English; the goals of the program promote bilingualism, biliteracy, high academic achievement, and multiculturalism.

**early exit:** removing students from supportive and additive bilingual programs at the earliest date possible towards total immersion in the second/target language.

**ESL:** English as a Second Language; students receive specified periods of instruction aimed at the development of English language skills, with a primary focus to learn the Texas Essential Knowledge and Skill for reading and language arts.

**ESL pullout:** program that provides language assistance to English language learners by pulling them out of mainstream reading/language arts classes and providing them accommodated English instruction.

**ESOL:** English Speakers of other Languages; refers to recent immigrant students in high schools in the state of Texas.

**FLES:** Foreign Language in the Elementary School; provides instruction in a second language to help students reach functional proficiency in all content areas in the targeted language. Listening and speaking the language is somewhat more emphasized than reading and writing. The program emphasizes the learning of the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities.

**FLEX:** Foreign Language Exploratory; enables students at all grade levels to learn basic phrases in one or more language; develop an awareness and appreciation of foreign cultures; and develop an appreciation of the value of communicating in another language. Although students do not attain any degree of language proficiency, the program motivates students to study foreign language and enhances the students' understanding of English.

**foreign language:** a language other than an individual's native language.

**home language:** language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for the first language, primary language or native language.

**immersion education:** children are taught a second language through subject-matter instruction in that language, with an emphasis on contextual clues and with lessons geared to students' level of competence (Crawford, 1991).

**language minority:** a student who comes from a home in which a language other than English is primarily spoken; the student may or may not speak English well (TESOL, 1997).

**language proficiency:** the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes (TESOL, 1997).

**learning strategies:** mental activities or actions that assist in enhancing learning outcomes; may include metacognitive strategies (e.g., planning for learning, monitoring one's own comprehension and production, evaluating one's performance), cognitive strategies (e.g., mental or physical manipulation of the material) or social/affective strategies (e.g., interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution) (TESOL, 1997).

**late exit:** developmental bilingual program where students are taught in two languages for the longest time possible, preferably PK-12.

**LOTE:** Languages Other Than English; division of the Texas Education Agency that coordinates the development of the TEKS and all instructional activities in foreign language programs.

**maintenance bilingual education:** attempts to preserve and enhance students' skills in the native language while they acquire a second language (Crawford, 1991).

**multilingualism:** ability to speak more than two languages; proficiency in many languages (TESOL, 1997).

**native language:** primary or first language spoken by an individual (TESOL, 1997).

**one-way dual language:** bilingual program where homogeneous groups of students (English language learners) are instructed in the TEKS in two languages.

**primary language:** first or native language spoken by an individual (TESOL, 1997).

**scaffold:** providing instructional support/guidance in such a way that students transition from a state of dependence on the teacher to independence.

**sheltered instruction:** an approach in which students develop knowledge in specific subject areas through the medium of English, their second language; 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 (TESOL, 1997).

**SIOP:** Sheltered Instruction Observation Protocol; an observation tool that teachers can use to plan sheltered lessons and to hold themselves accountable for the instructional needs of English language learners in the content areas.

**social language:** the aspects of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions, including those that occur in a classroom (TESOL, 1997).

**structured immersion:** all students in the program are English-language learners, usually, though not always, from different language backgrounds; they receive instruction in English, with an attempt to adjust the level of English so subject matter is comprehensible; typically, there is no native language support (August and Hakuta, 1998).

**subtractive bilingualism:** an erosive process that refers to the gradual abandonment or subtraction of a child's primary language and its cultural accomplishments for English.

**transitional bilingual education:** provides a portion of instruction in LEP children's native language to help them keep up in school subjects, while they study English in programs designed for second-language learners (Crawford, 1991).

**two-way bilingual immersion program:** a program in which monolingual English-speaking children study the regular school curriculum alongside children who are native speakers of the target, or second, language; a portion of the instructional day is taught in English and another portion is in the target language; aims for additive bilingualism and biculturalism for all the students involved (TESOL, 1997).

From TEA websites at: <http://www.tea.state.tx.us/index2.aspx?id=2147486282>

Adapted from the Intercultural Development Research Association's Glossary of Terms at [www.idra.org/research/glossary.htm](http://www.idra.org/research/glossary.htm).

### Common Acronyms in Bilingual/ESL

Acronym	Definition
AMAO	Annual Measurable Achievement Objective (used to determine AYP by Federal Government)
AYP	Adequate Yearly Progress (federal accountability)
BICS	Basic Interpersonal Communication Skills (language proficiency)
CALP	Cognitive Academic Language Proficiency (language proficiency)
CLD	Culturally and Linguistically Diverse (student)
CUP	Common Underlying Proficiency (language proficiency)
DLL	Dual Language Learner (student)
EFL	English as a Foreign Language (program)
ELD	English Language Development (program)
ELL	English Language Learner (student)
ELP	English Language Proficiency (fluency and skills measures)
ESL	English as a Second Language (program)
ESOL	English for Speakers of Other Languages (program)
FERPA	Family Educational Rights and Privacy Act (federal law)
FES	Fluent English Speaker (oral fluency and skills label)
FLEP	Former Limited English Proficient (student)
L1, L2	First Language, Second Language
LEP	Limited English Proficient (student)
LES	Limited English Speaker (student)
LFS	Limited Formal Schooling (student)
LPAC	Language Proficiency Assessment Committee (state accountability/group)
LTEL	Long Term English Learner (student)
NES	Non English Speaker (student)
PEP	Parents as Educational Partners (federal program)
PLD	Proficiency Level Descriptors (state, language proficiency)
SDAIE	Specially Designed Academic Instruction in English (program/strategies – California)
SIFE	Students with Interrupted Formal Schooling (student)
SIOP	Sheltered Instruction Observation Protocol (program/strategies)
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
WIDA	World Class Instructional Design and Assessment (consortium/advocacy group)





## Online resources for ESL Teachers

*LPAC Guides:*

<http://www.tea.state.tx.us/student.assessment/resources/guides/lpac/index.html>

*TEA Bilingual/ESL Homepage*

<http://www.tea.state.tx.us/curriculum/bilingual.html>

*List of TX Approved Tests for LEP Students*

<http://www.tea.state.tx.us/curriculum/leptests.html>

*ESL/ Bilingual Resource page sponsored by TEA*

<http://www.elltx.org/index.html>

*ESL pages:*

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

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

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

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

<http://bogglesworldesl.com/glossary.htm>

[http://tea.texas.gov/About\\_TEA/Glossary\\_of\\_Acronyms/](http://tea.texas.gov/About_TEA/Glossary_of_Acronyms/)

**VIDEOS that show you some more about the different theories and methods that may be on the test:**

**Grammar Translation:**

<http://www.youtube.com/watch?v=Z6dt1CPQPXU>

**Audiolingual Method:**

<http://www.youtube.com/watch?v=AJ1tr8kKkGU&feature=related>

<http://www.youtube.com/watch?v=B5sR5W5h5ql&feature=related>

**The Communicative/The Natural Approach:**

<http://www.youtube.com/watch?v=o5Iz4OY4IVA>

**The Communicative Approach:**

<http://www.youtube.com/watch?v=jEsaTANIKAg&feature=related>

**Total Physical Response:**

<http://www.youtube.com/watch?v=ikZY6XpB214>

<http://www.youtube.com/watch?v=eiGjABBiVBw&feature=related>

**Language Experience Approach**

[http://www.youtube.com/watch?v=Q8SbY4uP\\_yk&feature=related](http://www.youtube.com/watch?v=Q8SbY4uP_yk&feature=related)

## Silent way:

<http://www.youtube.com/watch?v=sshHFWwukM&feature=related>

<http://www.youtube.com/watch?v=tvyoevK-dh0&feature=related>

## Suggestopedia:

<http://www.youtube.com/user/elafuen#p/a/u/1/qXaRZQmtwSY>

## CALLA:

No video but here are websites:

<http://coe.sdsu.edu/people/jmora/MoraModules/CALLA.htm>

[www.ncela.gwu.edu/files/rcd/BE021100/Implementing\\_the\\_Cognitive.pdf](http://www.ncela.gwu.edu/files/rcd/BE021100/Implementing_the_Cognitive.pdf)

SIOP (these are promos from Pearson, the publisher):

<http://www.youtube.com/watch?v=XUdn9ucawAg>

<http://www.youtube.com/watch?v=Ty3n07UaFUU&feature=related>

## Books for working with ELLs

- Chamot, A., O'Malley, J. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, MA: Addison Wesley. ISBN: 0-201-53963-2
- Claire, E. (1988). *ESL teacher's activities kit*. Englewood Cliffs, NJ: Prentice Hall Regents. ISBN: 0-13-283979-2
- Clark, R., Moran, P., Burrows, A. (2000). *The ESL Miscellany: The New 21<sup>st</sup> Century Edition: A Treasury of Cultural and Linguistic Information*. Brattleboro, VT: ProLingua Associates. ISBN 0-86647-095-6
- Echevarria, J., Vogt, M. E. and Short, D. (2004) (2<sup>nd</sup> ed). *Making content comprehensible for English Learners: The SIOP Model*. Boston, MA: Pearson. ISBN: 0-205-38641-5**
- Freeman, D. and Freeman, Y. (2004). *Essential Linguistics: What you need to know to teach reading, ESL, spelling, phonics and grammar*. Portsmouth, NH: Heinemann. ISBN 0-325-00274-6
- Gonzalez, V., Yawkey, T., and Minaya-Rowe, L. (2006). *English-as-a-second-language (ESL) Teaching and Learning: PreK-12 Classroom Applications for Students' Academic Achievement and Development*. New York: Pearson. ISBN: 0-205-39251-2
- Herrell, A. (2000). *Fifty strategies for teaching English Language Learners*. Upper Saddle River, NJ: Merrill. ISBN: 0-13-923855-7
- Marzano, R. (2004). *Building Background Knowledge for Academic Achievement: Research on what works in schools*. Alexandria, VA: ASCD. ISBN 0-87120-972-1
- n.a. (n.d.) *Language Transfer Issues for English Learners*. Carmel, CA: Hampton-Brown. ISBN 0-7362-1554-9**
- n.a. (1989). *El sabelotodo: The bilingual teacher's best friend*. Carmel, CA: Hampton-Brown. ISBN 0-917837-01-0**
- Schrampp-Azar, B. (1992). (2<sup>nd</sup> Edition). *Fundamentals of English Grammar*. Englewood Cliffs, NJ: Prentice Hall Regents. ISBN: 0-13-338278-8
- Short, D. (1999). *New Ways in Teaching English at the Secondary Level*. Alexandria, VA: TESOL. ISBN: 0-939791-77-3

Vogt, M. and Echevarria, J. (2006). *Teaching ideas for implementing the SIOP model*. Glenview, IL: Pearson. ISBN: 140292973-0

Woodward, S. (1997). *Fun with Grammar: Communicative Activities for the Azar Grammar Series*. Englewood Cliffs, NJ: Prentice Hall Regents. ISBN: 0-13-567926-5

### **Resources/Books for ELLs and Literacy**

Akhavan, N. (2006). *Help! My kids don't all speak English: How to set up a language workshop in your linguistically diverse classroom*. Portsmouth, NH: Heinemann. ISBN 0-325-00798-5

August, D., & Shanahan, T. (2008). *Developing reading and writing in second-language learners: Lessons from the report of the National Literacy Panel on Language-Minority Children and Youth*. New York, New York: Routledge. ISBN#0-8058-6209-9

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## ESL TExES Preparation Test

- 1) Which of the following is the best reason why ESL teachers should spend time developing students' awareness and understanding of cultural values and practices?
  - a) Language and culture are intertwined and cultural education reinforces language education
  - b) Multicultural education is a component of the curriculum in most public schools
  - c) Linguistic proficiency can be developed more easily than cultural proficiency
  - d) Cultural pluralism is the tenet underlying many laws and court decisions in the US
  
- 2) Books, magazines and videos related to students' home cultures would be most effective to use as resources for which of the following purposes?
  - a) To improve communication with parents about the goals and expectations of the program
  - b) To integrate cultural content into language arts and content-area instruction throughout the curriculum
  - c) To match students with partners and small groups with whom they will be compatible with regard to cultural communication styles
  - d) To determine the personal interests and motivations of individual students with different cultural backgrounds
  
- 3) During the first half of the twentieth century, most states in the US passed laws mandating English as the language of instruction for public schools. These actions were largely in response to which of the following events or trends?
  - a) 1923, the Supreme Court rules that 14<sup>th</sup> Amendment rights permitted a teacher to teach a young student to read German
  - b) massive immigration around 1900 provoked concerns among US citizens about the loss of a common language and loss of control of society to foreigners
  - c) in the 1920s, standardized intelligence tests were developed and made available only in English and parents & educators wanted to ensure that students performed well on them.
  - d) Foreign language speaking immigrants saw themselves as part of the cultural melting pot and wanted their children to speak exclusively in English
  
- 4) Research has shown that in addition to promoting English language learning, sheltered instruction also has which of the following benefits for language-minority children?
  - a) Students obtain familiarity with the fundamentals of several languages
  - b) Students learn to codeswitch and translate rapidly
  - c) Students gain content area language and skills and have equal access to the curriculum
  - d) Students gain a sense of self-confidence and self-esteem related to their cultural identity

- 5) A research study of Southeast Asian students found a positive correlation between higher grades and maintenance of pride in ethnicity. These results suggest that academic success for language-minority students can best be achieved through which of the following?
- a) An early-exit transitional bilingual program in which language minority students continue to study their primary language until they gain sufficient fluency in English for complex learning
  - b) A two-way immersion program in which initial instruction is in the minority language, with English introduced slowly over several years
  - c) An integrated classroom in which the curriculum is delivered in two languages, usually a half day in one and a half-day in another
  - d) A dual-language classroom in which language minority and language majority students learn together using both languages and learning about each others' cultures
- 6) A third grade ESL teacher focuses primarily on accurate decoding and literal comprehension when providing reading instruction and feedback to students who have had limited prior experience with reading. Research has shown that this practice will most likely have which of the following effects on the students?
- a) They are likely to develop positive attitudes toward reading and enjoy a range of reading-related activities.
  - b) They will tend to perform poorly on phonics, spelling, and other phonology-related tasks.
  - c) They are likely to perform well on reading tasks requiring higher-order thinking skills
  - d) They will tend to develop a narrow concept of the nature, uses and value of reading.
- 7) In an optimal second-language learning environment, most students take an average of five to seven years to develop
- a) Functional literacy
  - b) Academic-language proficiency
  - c) Syntactic and lexical accuracy
  - d) Social-communicative competence.
- 8) A student says, "I like to play floor." The problem with this sentence can best be described using which of the following areas of linguistics?
- a) Morphology
  - b) Phonology
  - c) Semantics
  - d) Pragmatics

- 9) Before having her students read an English passage about transportation in social studies, a teacher initiates a discussion about vehicles and other craft in which students have traveled. In this activity, the discussion is most likely intended to promote the students' ESL development by helping them:
- Apply their vocabulary knowledge to new contexts
  - Practice different communication strategies
  - Lower their affective filters
  - Identify specific differences between oral and written English
- 10) An ELL is experiencing difficulty with an aspect of English phonology. In order to address a difficulty in this area, the students' teacher should initially focus instruction on the associated:
- Letter of the alphabet
  - Phonics/spelling rule
  - Vocabulary word
  - Target sound
- 11) A student begins a sentence in English, inserts a Spanish phrase, and then finishes the sentence in English. The student is demonstrating which of the following language phenomena?
- Bidialectism
  - Code-switching
  - Language dominance
  - Additive bilingualism
- 12) Which of the following language learning strategies is most likely to help ELLs increase their oral fluency in English?
- Using translation from their native language
  - Initiation frequent interactions with English-speaking peers
  - Learning a variety of idiomatic expressions in English that are commonly used in social settings
  - Seeking out corrections from native English speakers
- 13) Students who have already acquired academic language skills and concepts in their L1 tend to develop which of the following more rapidly in their L2?
- Reading comprehension skills
  - Knowledge of grammatical structures and language conventions
  - Pragmatics knowledge and skills
  - Knowledge of discourse structures and functions
- 14) Spanish, Vietnamese and English all share the same alphabet. However, the corresponding sounds and symbols of Spanish are close to those of English, while those of Vietnamese are closer to French. How would this situation likely affect the English language development of Vietnamese and Spanish speakers?

- a) Vietnamese speakers will be more likely than Spanish speakers to experience problems with false cognates
  - b) Spanish speakers will acquire written English skills more rapidly than Vietnamese speakers
  - c) Spanish speakers will have less difficulty than Vietnamese speakers in transferring their graphophonic knowledge and skills to English
  - d) Literate Vietnamese speakers will develop English literacy at a rate similar to Spanish speakers who are not literate in their first language
- 15) A teacher provides students with comprehensible input in English and finds ways to lower their affective filters. These are both essential strategies for developing beginning ELLs:
- a) Cognitive-academic language proficiency
  - b) Listening and speaking skills
  - c) Conceptual development in the primary language
  - d) Emergent literacy
- 16) A teacher integrates the introduction and reinforcement of regular and irregular past tense English verbs with a discussion of family activities over the previous weekend. This strategy is characteristic of which of the following approaches to ESL?
- a) Total Physical Response (TPR)
  - b) Sheltered English (SI)
  - c) Communicative approach
  - d) Audiolingual approach
- 17) Which of the following factors is likely to have a negative impact on a beginning ELLs acquisition of English?
- a) Introducing English instruction before the student is ready for activities involving abstract reasoning
  - b) Living in a community and attending a school in which the students' primary language is accorded the same high degree of status as English
  - c) Having parents who are literate and provide a language-rich environment in the primary language but do not speak English
  - d) Being encouraged by teachers and parents to use English in place of the primary language in the home

- 18) Which of the following models of language acquisition is based on the belief that a child's language development depends primarily on the relationship between the child's environment, perceptions, and linguistic experiences?
- a) Nativist
  - b) Cognitivist
  - c) Interactionist
  - d) Behaviorist
- 19) When selecting English reading materials, a teacher makes sure that the materials follow familiar text structures, contain mostly decodable text, and include clear illustrations and/or graphics. Such materials are likely to be effective in supporting ELLs' reading development primarily because they provide students with:
- a) Comprehensible input by allowing them to draw on multiple cues to determine meaning
  - b) Content that encourages them to apply inferential and evaluative comprehension skills
  - c) Opportunities to increase their sight-word vocabulary by exposing them to irregular high-frequency words
  - d) Varied contexts in which to practice reading at different rates for different purposes
- 20) An ELL participates well in class discussions and activities in science but is having some difficulty comprehending the textbook. Which of the following teaching strategies would be most effective in promoting the students' English reading development in this situation?
- a) Provide a student with additional reading materials in English to supplement the textbook.
  - b) Make an audiotape of the textbook for the student to listen to in lieu of reading the written text.
  - c) Discuss key concepts and vocabulary while providing visual support before beginning each chapter or section
  - d) Show the student where to find definitions of key terminology in the textbook's glossary.
- 21) A teacher is planning instruction in phonics for a group of ELLs who are beginning to read in English. Which of the following skills would be most appropriate to introduce *first*?
- a) Transforming three-letter words into new words by changing initial consonant (e.g., cat/hat)
  - b) Comparing vowel graphophonic relationships in English with those in the primary language
  - c) Transforming short vowels into long vowels by adding an "e" to the end of three-letter words (e.g., tap/tape)
  - d) Comparing phonically irregular words in English with those in the primary language.

- 22) A teacher will be delivering content-area instruction in English to a group of Chinese students who have varying levels of English-language proficiency. In general, which of the following suggestions would best help the teacher facilitate comprehension and enhance language development in this situation?
- Speak very slowly throughout the lesson and repeat key vocabulary words several times throughout the lesson.
  - Ask individual students to identify the elements of the lesson that they did not understand and offer them one-on-one tutorials
  - Call on more proficient students to repeat key portions of the instruction aloud to the class throughout the lesson
  - Reinforce key elements of instruction with written examples and provide visual demonstrations and models when possible.
- 23) A teacher makes a point of including the following types of print materials in literacy activities with ELLs:
- Class generated language experience reports about field trips and other class activities
  - Illustrated stories
  - Scripts based on dialogues, plays and stories students have acted out in class
  - Drawings and photographs with captions
- These types of materials are effective in promoting reading comprehension and overall literacy development primarily because:
- The syntax in such materials tend to follow a simple subject-predicate word order
  - The content of such materials tends to be culturally relevant to students
  - The vocabulary in such materials tends to follow regular phonics patterns
  - The language in such materials tends to be well contextualized and learner-centered
- 24) When working with ELLs at the *earliest* stage of developing English literacy, the teacher should always try to:
- Provide immediate corrective feedback on reading errors (i.e. say the correct word and have the student repeat it; state the phonics rule related to an error)
  - Focus on developing students' knowledge of English vowels (i.e. short vowels, long vowels & digraphs)
  - Contextualize reading experiences as much as possible (i.e. make labels for classroom objects, use students' own words to create sentence strips and books)
  - Teach skills implicitly or when occasions arise during reading (i.e. teach the /ch/ sound if students read a story about a chimp)

- 25) A small group of ELLs has just finished reading an English passage silently. Which of the following informal reading assessments would be most effective in checking the students' understanding of the passage and promoting their overall English language and literacy development?
- a) The teacher reads aloud a set of ten statements related to the content of the passage, and the students indicate with a show of hands whether they think each statement is true or false
  - b) The students talk in their own words about what they have read, and the teacher supports their discussion by supplying language as needed
  - c) The teacher provides the students with a rubric ranging from "very easy" to "very difficult," which they use to evaluate how comprehensible they found the passage
  - d) The students each write a sentence related to the content of the passage which the teacher collects and evaluates for factual accuracy
- 26) In general, which of the following activities would be most effective in helping ELLs develop the conceptual framework they need to understand an English passage about an unfamiliar topic?
- a) Identify the vocabulary words that will be unfamiliar to the students and have them enter the words in their personal dictionaries
  - b) Have the students read and summarize a variety of texts on the same topic
  - c) Use guided discussion to present new content related to the topic and to help students connect the content to ideas they already understand
  - d) Read the title of the passage to the students and ask them to guess the topic of the passage
- 27) A new student who recently moved to the US speaks both Spanish and German at home. How is this dual-language background likely to affect his acquisition of English?
- a) He will experience a slight delay in acquiring English because of the confusion of learning when to shift among the 3 languages
  - b) He will eventually drop one of the two home languages in order to avoid becoming overwhelmed with acquiring a third layer of linguistic concepts and skills
  - c) He will acquire English skills rapidly because he is already familiar with the concept of structural variations between languages
  - d) He will eventually drop both home languages and shift to only English as he perceives that English is the dominant language in his new environment

## Answers to preparation test

1. A
2. B
3. B
4. C
5. D
6. D
7. B
8. C
9. A
10. D
11. B
12. B
13. A
14. C
15. B
16. C
17. D
18. C
19. A
20. C
21. A
22. D
23. D
24. C
25. B
26. C
27. C



Comprehensible Input

Language rich environment

Affective Filter

Background Knowledge

Beginner ←-----→Advanced

