

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 L1 and L2 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 LEP 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 obtainment 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 two-way program . Sometimes also used to describe a program where L1 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"> A. Natural Order: Natural progression/order of language development exhibited by infants/young children and/or second language learners (child or adult). (PEPSI) 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. C. Input: Input needs to be comprehensible. D. Affective Filter
Language Assessment Tests	<p>LAS O/R/W</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)	Communicative approach that: (1) Takes into account PEPSI ; (2) Uses comprehensible input ; (3) Stresses low affective filter 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 grammar .
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)	Communicative approach 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 LEP and other students by fostering:</p> <ol style="list-style-type: none"> 1. Active student participation 2. Social interaction 3. Integrated oral and written language 4. Authentic books and tasks 5. Adequate coverage of background knowledge required to master a topic (vocabulary, key concepts, etc.).
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Stages of Language Development (PEPSI)	<p>Level 1: Pre-Production Stage (Silent Period): Minimal comprehension, no verbal production.</p> <p>Level II: Early Production Stage. Limited Comprehension; One/two-word response.</p> <p>Level III: Speech Emergence Stage. Increased comprehension; Simple sentences; Some errors in speech.</p> <p>Level IV: Intermediate Fluency Stage. Very good comprehension; More complex sentences; Complex errors in speech.</p>
Submersion	Sink or swim approach to ELD instruction. L2 students are placed in the same classes as L1 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 ESL 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)	Communicative approach 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) Presession; (2) Session and (3) Postsession.
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)	Communicative approach 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 nd grade) or late-exit (6 th grade).
Two-Way Immersion also known as Dual Language also known as Two-Way Dual Language	<p>Bilingual program where L2 learners receive L1 instruction and L1 students receive L2 instruction. To be effective program must:</p> <ol style="list-style-type: none"> 1. Allow for development of CALP 2. Optimal input in both languages. 3. Focus on academic subjects. 4. Integrate the curriculum. 5. Allow for monolingual instruction for sustained periods. 6. Have home-school collaboration 7. Empower students as active learners. 8. Make sufficient use of minority language.

Glossary from TEA

Bilingual &ESL Program Glossary Last Updated on 4/21/2011

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).

Adequate Yearly Progress (AYP)

Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).

If a campus, district, or state that is receiving Title I, Part A funds fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective actions.

Admission, Review, and Dismissal Committee (ARD)

Admission, review, and dismissal (ARD) committee members make decisions about placement in the Texas Student Assessment Program for students receiving special education services.

Affective Learning Environment

An affective learning environment consists of two major components. The first is the physical appearance of the classroom, which promotes an arrangement that provides students opportunities to interact with one another and highlights each student's culture. The second component revolves around making a safe, welcoming, supportive environment for ELL students.

Annual Measurable Achievement Objectives (AMAOs)

Annual measurable achievement objectives are used in holding Title III-funded local education agencies accountable for their English language learners' development and attainment of English proficiency while meeting state academic content and achievement standards.

Basic Interpersonal Communication Skills (BICS)

BICS are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful

social context.

Bilingual Education Program

A bilingual education program established by a school district shall be a full-time program of dual language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills.

Bilingual Education Program Exceptions

A district that is unable to provide a bilingual education program shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program. The approval of an exception to the bilingual education program shall be valid only during the school year for which it is granted.

Bilingual Target Language Proficiency Test (BTLPT)

EC-6 Bilingual Program candidates will take the Bilingual Target Language Proficiency Test (BTLPT). This exam evaluates reading, listening, speaking, and writing skills in the target language.

Biliteracy

Capability to read, write, listen, and speak with native-like skills and comprehension in two languages.

Cognitive Academic Language Proficiency (CALP)

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas.

Cognitive Learning Environment

The cognitive learning environment focuses on instructional practices the teacher uses to help students develop critical thinking skills needed to achieve academic success

College and Career Readiness Standards (CCRS)

The CCR standards in the areas of English/language arts, mathematics, science, and social studies specify what students must know and be able to do to succeed in entry-level courses at post-secondary institutions in Texas.

Content Objectives

Explain what students will be learning during the lesson. Clear objectives are written in measurable student-friendly terms.

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).

Dual Language Immersion Bilingual Education Program/One Way

A biliteracy instruction program that serves only students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Dual Language Immersion Bilingual Education Program/Two Way

A biliteracy instruction program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish and transfers a student identified as a student of limited English proficiency to English only instruction not earlier than six or later than seven years after the student enrolls in school.

English as a Second Language (ESL) Program

The goal of ESL programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English as a Second Language Program/Content Based

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under Section 29.061(c) to provide supplementary instruction for all content area instruction.

English as a Second Language Program/Pull-out

An English program that serves students identified as students of limited English proficiency in English only by providing a part-time teacher certified under Section 29.061 (c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas.

English as a Second Language Program Waivers

A district that is unable to provide an English as a second language program because of an insufficient number of certified teachers shall request from the commissioner of education a waiver of the certified requirements for each teacher who will provide instruction in English as a second language for limited English proficient students. The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted.

English Language Proficiency Standards (ELPS)

The ELPS outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

English Speakers of Other Languages (ESOL)

English speakers who also speak/are acquiring other languages.

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.

Home Language Survey

The home language survey shall be used to establish the student's language classification for determining whether the district is required to provide a bilingual education or English as a second language program. If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with §89.1225, relating to Testing and Classification of Students.

Language Objectives

The lesson's language objective explain how the student will demonstrate knowledge of the academic content using language skills of listening, speaking, reading and or writing.

Languages Other Than English (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.

Language Proficiency Assessment Committee (LPAC)

The LPAC is charged with reviewing all pertinent information on all identified limited English proficient (LEP) students upon their initial enrollment and at the end of each school year. Districts are required to have on file policy and procedures for the selection, appointment, and training of members of the LPAC.

Limited English proficiency student

A student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. The term LEP and English language learners (ELLs) are used interchangeably.

Linguistically Accommodated Testing (LAT)

The LAT process was designed for LEP-exempt recent immigrant English language learners (ELLs) in response to federal assessment and Adequate Yearly Progress (AYP) accountability requirements. LAT procedures have been implemented gradually for tests in federally required grades and subjects.

Linguistic Learning Environment

The linguistic learning environment focuses on instructional techniques and linguistic accommodations that help students develop social and academic language.

Local Educational Agencies (LEAs)

A public school district, open enrollment charter school, or regional education service center.

Multilingualism

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

Performance Based Monitoring Analysis System (PBMAS)

The PBMAS is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).

Project Share

Project Share is a portal through which teachers and students can communicate, collaborate, and access 21st century digital content. Project Share leverages several technology platforms to provide multiple levels of access and flexibility for educators and students across the state.

Public Education Information Management System (PEIMS)

The PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

Response to Intervention (RtI)

RtI is the practice of meeting the academic and behavioral needs of all students through high quality instruction and scientific research-based tiered interventions, frequent monitoring of student progress, and application of student response data.

Scaffold

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

Sheltered English 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).

Structured English 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)

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains— listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

Grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.

Grades 2–12: TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.

Texas Essential Knowledge and Skills (TEKS)

The TEKS are the state standards for what students should know and be able to do from prekindergarten through high school.

Transitional Bilingual Program/Early Exit

A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction not earlier than two or later than five years after the student enrolls in school.

Transitional Bilingual Program/Late Exit

A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish and transfers a student to English only instruction not earlier than six or later than seven years after the student enrolls in school.

Exit/Reclassification/Transfer

These words are used interchangeably when referring to the exiting of a student's "LEP Status".

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)
ELPS	English Language Proficiency Standards (curricular guidelines)
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.tcbee.org/>

ESL pages:

www.colorincolorado.org

www.eslcafe.com

www.everythingsl.net

www.siopinstitute.net

VIDEOS that show you some more about the different theories and methods we have talked about (in the same order they appear in the ppt):

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=o5lz4OY4IVA>

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

Silent way:

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

<http://www.youtube.com/watch?v=tyoek-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

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 21st 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) (2nd 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**
- Schramp-Azar, B. (1992). (2nd 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
- Barbieri, M. (2002). "Change my life forever": Giving voice to English-language learners. Portsmouth, New Hampshire: Heinemann. ISBN#0-325-00473-0
- Bear, D. R., Helman, L., Templeton, S., Invernizzi, M., & Johnston, F. (2007). *Words their way for English learners: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, New Jersey: Pearson Education, Inc. ISBN#978-0-13-191567-1
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ESL TExES Preparation Test #1

- 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 14th 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?
- 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
 - A two-way immersion program in which initial instruction is in the minority language, with English introduced slowly over several years
 - An integrated classroom in which the curriculum is delivered in two languages, usually a half day in one and a half-day in another
 - 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?
- They are likely to develop positive attitudes toward reading and enjoy a range of reading-related activities.
 - They will tend to perform poorly on phonics, spelling, and other phonology-related tasks.
 - They are likely to perform well on reading tasks requiring higher-order thinking skills
 - 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
- Functional literacy
 - Academic-language proficiency
 - Syntactic and lexical accuracy
 - 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?
- Morphology
 - Phonology
 - Semantics
 - 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?
- Vietnamese speakers will be more likely than Spanish speakers to experience problems with false cognates
 - Spanish speakers will acquire written English skills more rapidly than Vietnamese speakers
 - Spanish speakers will have less difficulty than Vietnamese speakers in transferring their graphophonic knowledge and skills to English
 - 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?
- Nativist
 - Cognitivist
 - Interactionist
 - Behaviorist
- 19) When selecting English reading materials, a teacher makes sure that the material 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:
- Comprehensible input by allowing them to draw on multiple cues to determine meaning
 - Content that encourages them to apply inferential and evaluative comprehension skills
 - Opportunities to increase their sight-word vocabulary by exposing them to irregular high-frequency words
 - 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?
- Provide a student with additional reading materials in English to supplement the textbook.
 - Make an audiotape of the textbook for the student to listen to in lieu of reading the written text.
 - Discuss key concepts and vocabulary while providing visual support before beginning each chapter or section
 - 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*?
- Transforming three-letter words into new words by changing initial consonant (e.g., cat/hat)
 - Comparing vowel graphophonic relationships in English with those in the primary language
 - Transforming short vowels into long vowels by adding an "e" to the end of three-letter words (e.g., tap/tape)
 - 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?

- a) Speak very slowly throughout the lesson and repeat key vocabulary words several times throughout the lesson.
- b) Ask individual students to identify the elements of the lesson that they did not understand and offer them one-on-one tutorials
- c) Call on more proficient students to repeat key portions of the instruction aloud to the class throughout the lesson
- d) 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:

- a) The syntax in such materials tend to follow a simple subject-predicate word order

- b) The content of such materials tends to be culturally relevant to students
- c) The vocabulary in such materials tends to follow regular phonics patterns
- d) 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:

- a) 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)
- b) Focus on developing students' knowledge of English vowels (i.e. short vowels, long vowels & digraphs)
- c) Contextualize reading experiences as much as possible (i.e. make labels for classroom objects, use students' own words to create sentence strips and books)
- d) 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—

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

