

ESL TExES
Preparation Course

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What is the TExES?

The TExES instrument has been designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas schools must possess.

The TExES is a **riterion-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 (**norm referenced tests** do that).

See the official website for dates and more details:
www.texas.ets.org

What does the test look like?

- ESL Supplemental Test #154
- Computer Administered Assessment only
- You have 5 hours to complete it

What does the test look like?

- It has approximately 80 questions, 60 are scored (Preparation Manual, p. 13)
- “The test may contain questions that do not count toward the score...The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.” (Preparation Manual, p. 3)

What does the test look like?

- **All questions are multiple choice**

- Questions are designed to test your ability to recall factual information as well as to think critically about information (analyze, compare or judge the information)
- Some may contain “stimulus material” or situations that you use to answer several questions (called “clustered questions”). These can include a map, table, graph, audio/video stimulus, reading materials, and even ask you to “zoom in” on a graph or picture.
- “For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by – selecting all that apply, typing in a box, checking a box or part of a graphic, clicking on a sentence, dragging and dropping, selecting from a drop-down menu.” (Preparation Manual, p. 14)

What about my score?

- You will receive your scaled score after you take the test (approximately 3-5 business days)
 - A scaled score ... “is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.” (from Preparation Manual)
- Minimum passing is a scaled score of 240 (out of 300)

New for 2016-2017

- **Educator Certification Test Retake Policy Change**

Candidates are limited to five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes.

- **Test Fees**

\$131* Test fee (per test)

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

Some general tips for the test...

- Know yourself—study areas where you have less background knowledge &/or experience.
- Don't panic-you will have plenty of time. You will have 5 hours but 2 ½ is what most people take.
- Eliminate answers—carefully read the question and underline/circle key words
 - Usually absolutes are the wrong answer
 - Referring a student to SPED is usually not the answer
 - Trends/popular methods and points of view are often the correct answer
 - Tone is important!

Mrs. Lopez has an ELL student, María, in her 4th grade class who is reading on a 1st grade level. In order to best meet María's reading instruction needs, Mrs. Lopez should:

- a. Use materials from a lower grade level
- b. Use materials on María's instructional reading level
- c. Send María to another class for her reading instruction
- d. Help María with her reading by giving her the text the day before it is used in class

Some general tips for the test...

- Use your background knowledge—you have a lot of it!! Think of your classroom experiences through the test’s “perfect world” lens.
- Think of trends in education as well as “best practices”
 - multiple intelligences,
 - **balanced literacy** (If choices include discrete language arts skills such as phonics or allude to watering down the curriculum—don’t choose these—they are usually wrong!)
 - brain research
 - **cooperative learning**
 - **multi-sensory activities**
 - **differentiated instruction**

Some general tips for the test...

- There is an emphasis on the test of being **proactive** as a teacher of ELLs—not to wait for things to happen but to seek out help and information
- When you approach the test, think of the ELL who is not only from a Spanish speaking background but from other language backgrounds as well (Vietnamese is 2nd largest group in TX).
- Know **key words as included in the glossaries**—often the answer comes down to vocabulary—if you don't know what they are talking about, you can't answer the question correctly!

ESL TExES Domains

Domain I	Understanding Language Concepts and Language Acquisition (2 competencies = approximately 25% of test)
Domain II	ESL Instruction and Assessment (5 competencies = approximately 45% of test)
Domain III	Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement (3 competencies = approximately 30% of test)

Domain 1: Language & Language Acquisition

- ESL Standard I:
 - The ESL Teacher understands fundamental language concepts and knows the structure and conventions of English.
- ESL Standard III:
 - The ESL Teacher understands processes of first and second language acquisition and uses this knowledge to promote students' language development in English.

Some acronyms/terms to know...

For the learner:

ELL—English Language Learner

LEP—Limited English Proficient

For the programs:

ESL—English as a Second Language

ESOL—English to Speakers of Other Languages

SI—Sheltered Instruction
Or SIOP – Sheltered Instruction Observation Protocol

LANGUAGE

- Language is flexible, is responsive, and changes constantly to meet the **communication** needs of its speakers.
- Language is systematic (has rules) and generative (changes, is flexible, accepts new words all the time). It's used for communication.

ASPECTS OF LANGUAGE

- **PHONOLOGY - System of Sounds**

*(**phonemes**—a unit of sound, i.e. “cat” has three phonemes, “c”, “a” and “t”. **How many phonemes are in “meaning”?**)*

allophones—letters or combination of letters that make the same sound, i.e. “k” and “c” make /k/ sound “Keep Cool”)

English Phonology

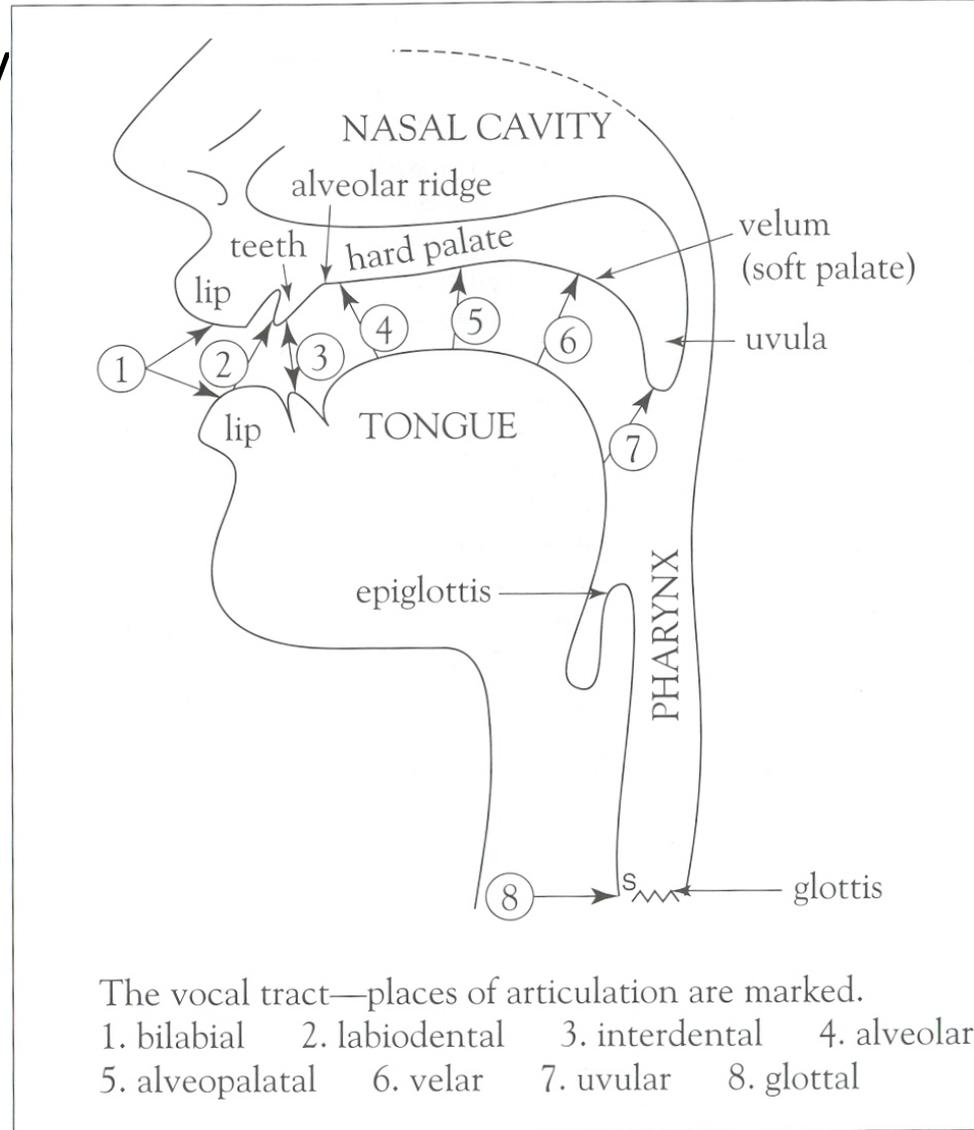


Figure 3-2 Physiology of speech production

English phonology examples

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

ASPECTS OF LANGUAGE

- **MORPHOLOGY – Level of Words** (*Morphemes—parts of words that have meaning—tree=1 morpheme, trees=2 morphemes of “tree” + “s” which signifies plural*)
- **SEMANTICS - Meaning** (*can refer to simple understanding of what a word means, its synonyms and antonyms and even metaphorical and nuanced meanings of words*)

Cognates

- **Cognates are words related through the same origin--**

Latin roots for English-Spanish. So the closer the language, the more likely there will be cognates.

Cognates should be used as a vocabulary resource—to help with meaning and to acquire academic language... but there can be semantic interference with false cognates.

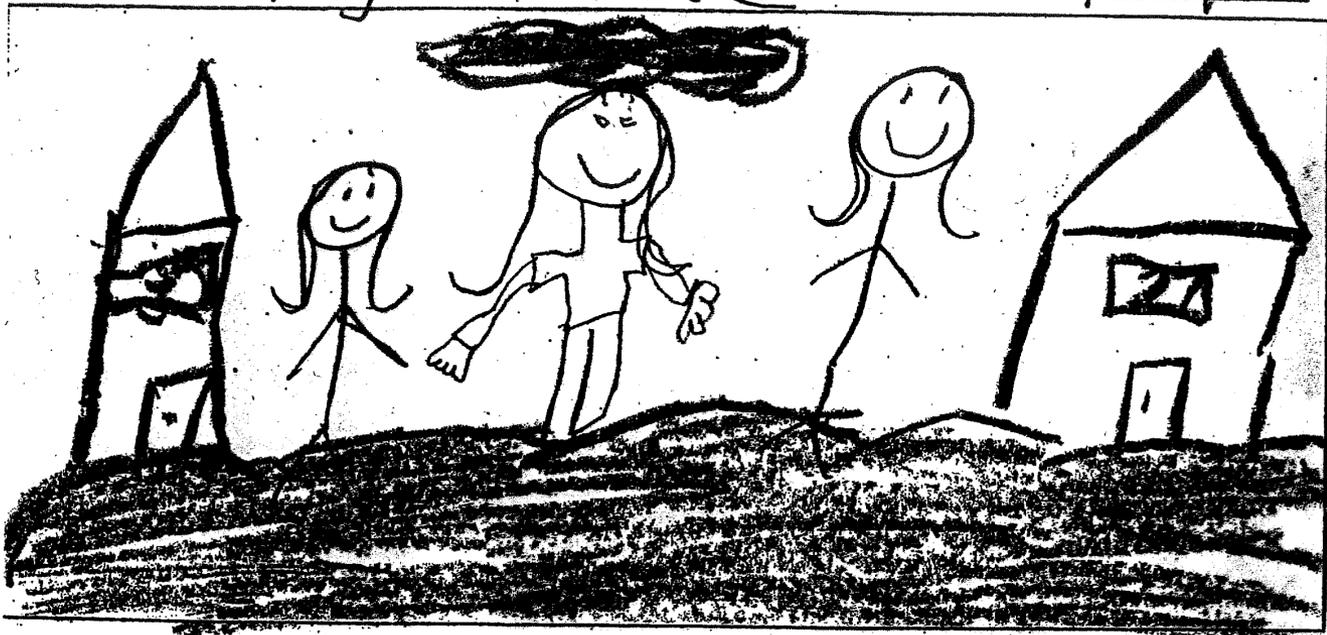
(exit in English does not mean the same thing as éxito in Spanish but education in English does mean the same thing educación in Spanish)

ASPECTS OF LANGUAGE

- **SYNTAX - Sentence Structure, Grammar**
*(how a word functions in a sentence—blessed can be a verb or an adjective— “The priest blessed the couple.”
“It is a blessed event.”)*
- **PRAGMATICS - Use of language in social context**
(real-world use of a word—the contexts in which it is appropriate to use a word, manners and what is socially acceptable)

Additional language terms...

- **LEXICON** - refers to one's vocabulary or dictionary
- **ORTHOGRAPHY** – a writing system, an alphabet



Ai lorn jau tu

Spike alira Be + ingles



More about language

- **Code-Switching**

- I will go *a la casa de mi tía*.

- Language Borrowing

- I want a *taco*.

- Linguistic Interference from native language (Phonological/syntactical/semantic)

- If a sound/letter/structure does not exist in your native language, it is the hardest thing to hear/learn.

Possible test question...

A student has difficulty with activities separating initial sounds from the rest of words, particularly sounds that are similar in his/her native language of Spanish (/b/ and /v/ for example). This student needs extra help in what area of language?

- a. Syntax
- b. Morphology
- c. Phonology
- d. Semantics

Possible test question

The following demonstrates what linguistic phenomenon?

A Spanish speaker says “animales.”

An English speaker says “animals.”

- a. Codeswitching
- b. Language borrowing
- c. Cognates
- d. Interlanguage

LANGUAGE VARIES

According to:

- Person
- Topic
- Situation
- Purpose
- Social class
- Ethnicity

Dialects

Registers

LANGUAGE VARIES

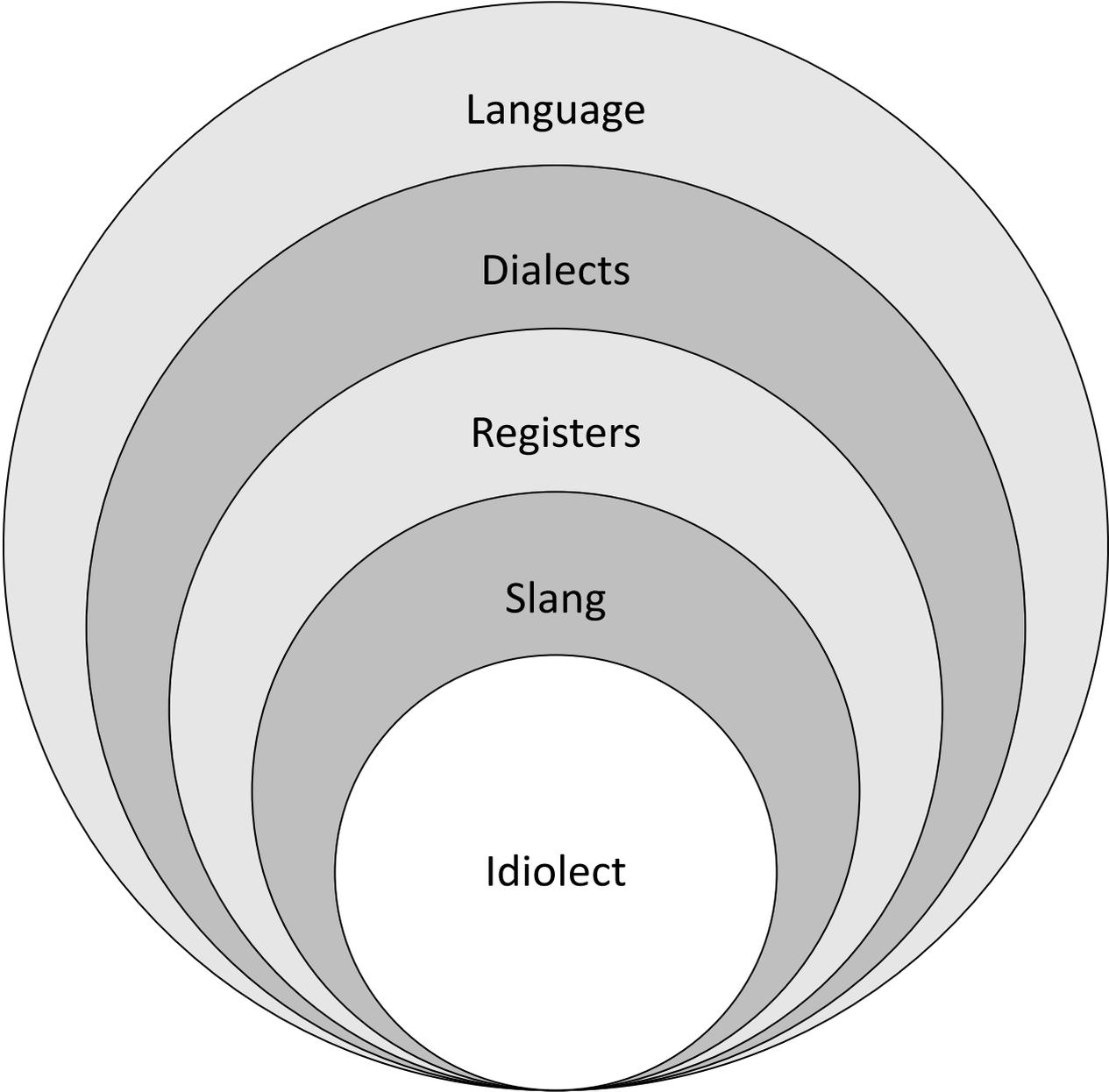
Dialects

- All speakers of any given language speak a dialect of that language
- Can be regional, social or both
- “Variations in language marked by certain ways of pronouncing words, particular vocabulary choices and variations in syntax.”

(Freeman & Freeman)

Registers

- Language variety which is determined according to its **communicative** functions. Includes **oral** and **written** mediums.
- i.e. social vs. academic language
- Most speakers of any given language speak more than one register of a language



Language is Functional

We use it to

- communicate.
- interact.
- transfer important messages.

(adapted from TESOL, 1998)

First/Second Language Acquisition Theories

Behaviorism	Skinner
Nativism/Innatism	Chomsky
Cognitivism	<i>Piaget</i>
Interactionist/ Dialectical Constructivism	<i>Vygotsky</i>

Two Main Theorists in Second Language Acquisition

Stephen Krashen



Jim Cummins



Acquisition vs. Learning Hypothesis

There are 2 separate processes for developing proficiency in another language.

VIA ACQUISITION

- Similar to the way children acquire their native language
- Subconscious Process
- informal



VIA LEARNING

- Explicit presentation of rules and grammar
- Classroom Instruction
- formal



The Input Hypothesis

Comprehensible Input = Acquisition

**ESL students acquire language by
comprehending what is being
communicated**



The **Affective** Filter Hypothesis

There are affective elements that seem to affect the acquisition of language

- Anxiety: A lower level of anxiety is desired
- Good Self-Image: Avoid corrections and embarrassing situations for the student
- Interest and Motivation: Provide meaningful activities based on the student's motivation and cultural background

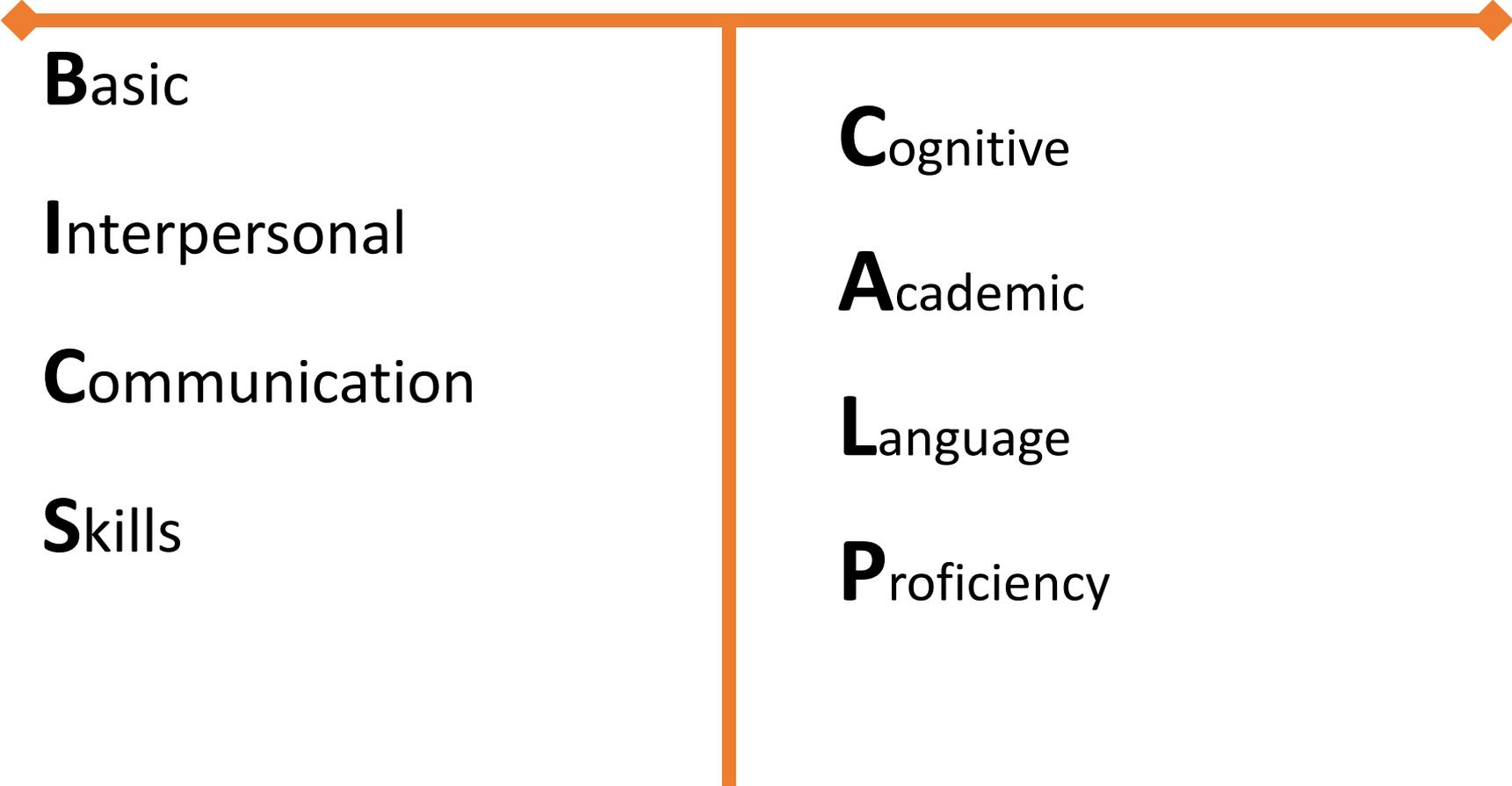
The Monitor Hypothesis

- **Those who are acquiring language begin a process of monitoring their language through conscious corrections.**
- **Errors and error correction are both signs of developmental processes (growth)**

The Silent Period

- Students should not be forced to communicate
- Students should be allowed to build up linguistic competence by active listening via the comprehensive input

Cummins-- BICS & CALP



Basic

Interpersonal

Communication

Skills

Cognitive

Academic

Language

Proficiency

BICS

- **Social/Conversational Language**
- Language used to communicate in everyday situations
- Context-embedded language
- It takes approximately 1-2 years for the second language student to reach the same level of proficiency as a monolingual in context-embedded language proficiency.

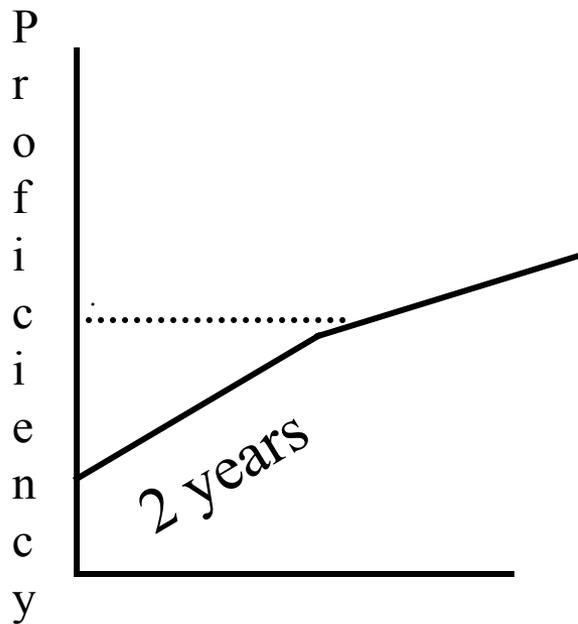
CALP

- **Academic** Language
- Language used to develop higher order thinking skills
- Context-reduced language
- It takes approximately 5-7 years for the second language student to reach the same level of proficiency as a monolingual in context-reduced language proficiency.

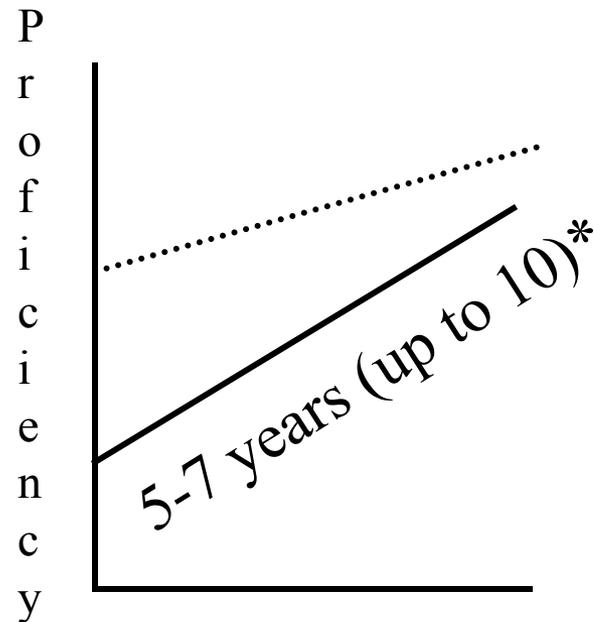
Social & Academic Language Proficiency

Native English Speakers

English Language Learners _____



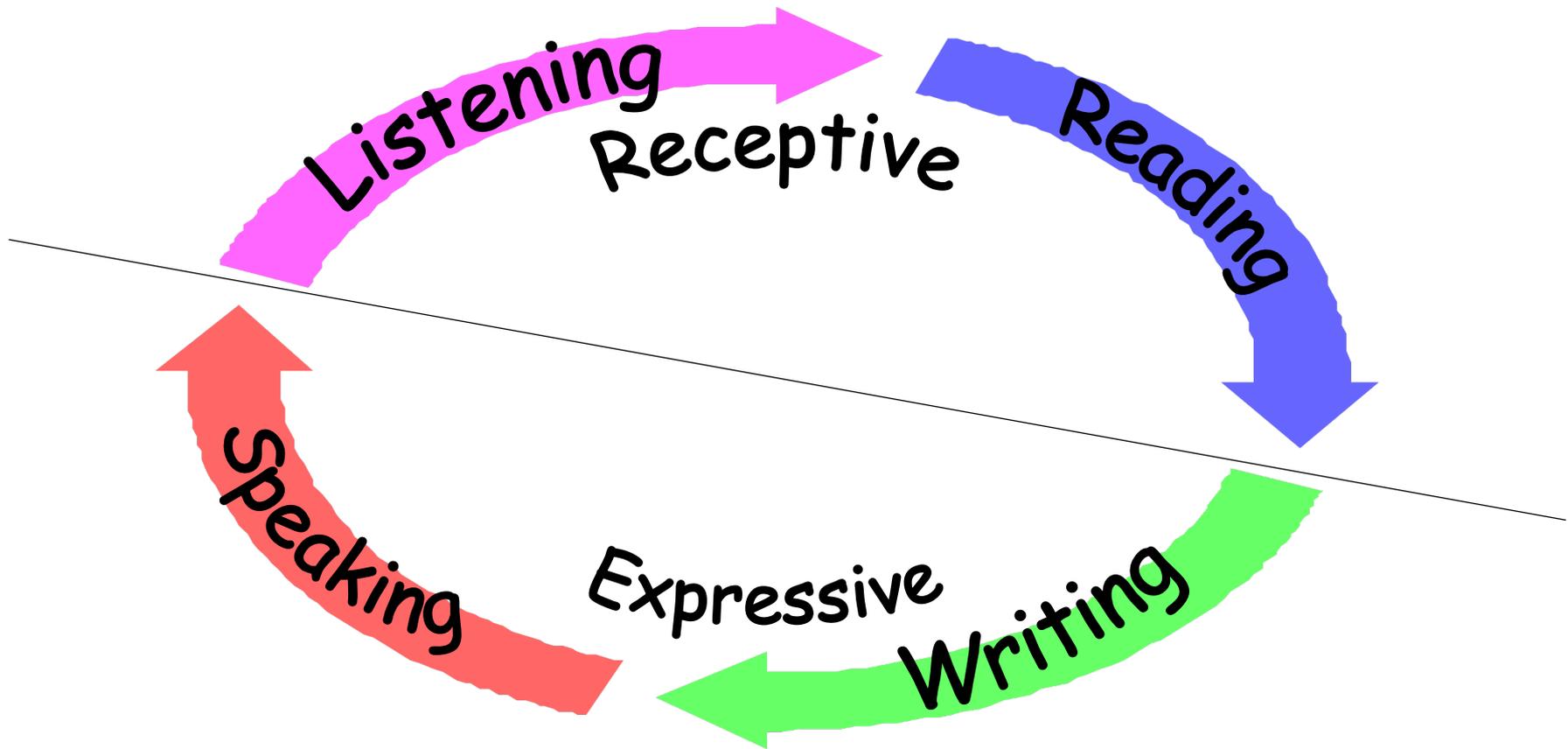
Social Language (BICS)



Academic Language (CALP)

* Typically 5-7 years if ELLs have had 2-3 years of first language schooling in home country—7-10 years if not

Language Acquisition: An Interdependent Process



Types of Motivation in SLA

- **INSTRUMENTAL MOTIVATION**

- **Survival within the dominant group**
- **Making a living**
- **Often results in:** Subtractive Bilingualism

Subtractive bilingualism is learning a second language at the cost of losing the first one. Since first language is one's emotional language, this type of bilingualism may be detrimental to one's whole being.

- **INTEGRATIVE MOTIVATION**

- **Integration with the dominant group**
- **Meeting new people and new cultures**
- **Often results in:** Additive Bilingualism

Additive bilingualism is learning a second language while maintaining the first one.

Possible test question

When determining the appropriate register to use, what does a speaker take into account?

- a) Understanding the formality of the situation
- b) Understanding the topic of the situation
- c) Understanding the appropriate grammar rules used in the situation
- d) Understanding the cultural heritage of the speakers

Possible test question

A kindergarten classroom contains a center with a “clerk” and “customer” area with toy groceries, carts, and a cash register where students can simulate a grocery store. This most likely facilitates

- a) Learning appropriate formal and informal language registers
- b) Gaining academic language about shopping
- c) Acquiring shopping related vocabulary in an unstructured context
- d) Practicing past, present, and future verb tenses

Sample Questions

#s 7-11, 14, 15, 18

Sample Question

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.

Sample Question

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

Sample Question

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:
- a) Apply their vocabulary knowledge to new contexts
 - b) Practice different communication strategies
 - c) Lower their affective filters
 - d) Identify specific differences between oral and written English

Sample Question

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:
- a) Letter of the alphabet
 - b) Phonics/spelling rule
 - c) Vocabulary word
 - d) Target sound

Sample Question

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?
- a) Bidialectism
 - b) Code-switching
 - c) Language dominance
 - d) Additive bilingualism

Sample Question

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

Sample Question

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

Sample Test Question

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

Domain III

Foundations of ESL Education,
Cultural Awareness and Family &
Community Involvement
(30%)

Standards Assessed:

- ESL Standard II:
 - The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- ESL Standard VII:
 - The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Federal Laws

- Bilingual Education Act 1968
 - Expanded LES (Limited English Speaking) to LEP (Limited English Proficient—included reading and writing) important step, but still seen as deficit
 - Established Title VII funds (lasted until 1990s)
- **Lau v. Nichols (1974)**
 - Most significant impact for ELLs
 - Immediate impact on growth of Bil./ESL programs
- **Plyler v. Doe**
- No Child Left Behind (2002)— Title III
 - End of Bil. Ed Act, Title VII now Title III
 - Less money for grants
 - Less emphasis on Bilingual Programs, more emphasis on ESL

Texas Law

Understand Texas laws and guidelines referring to the education of limited English proficient students

- Commissioner's Rules-- Ch. 89
- Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students are located on the following URL:
<http://www.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>

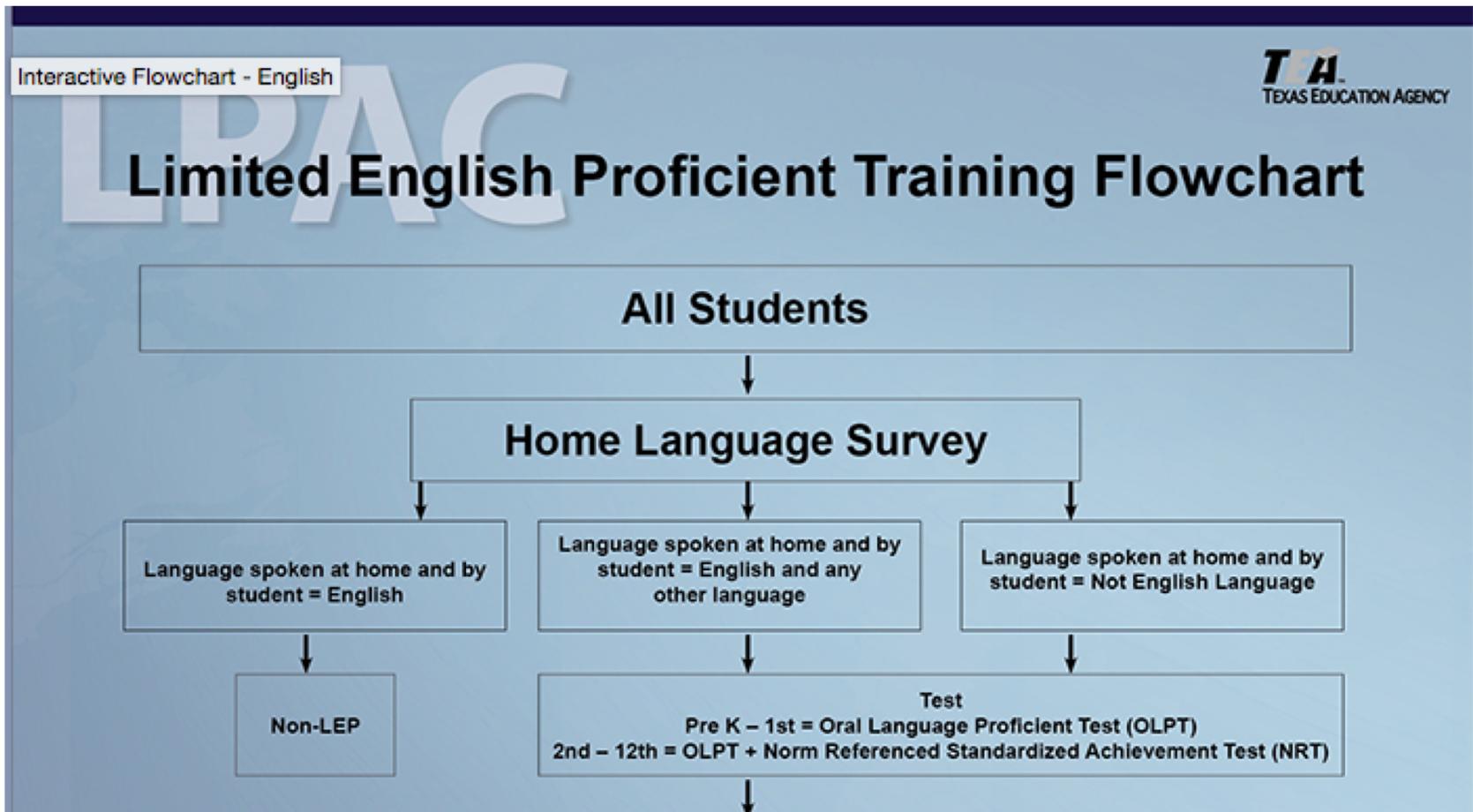
Required English as a Second Language program (from Chapter 89)

When is a district required to offer a bilingual or ESL program?

- (a) Bilingual: Each school district with an enrollment of **20 or more** limited English proficient students in any language classification in the same grade level.*
- (b) ESL: (d) **All** limited English proficient students shall be provided an English as a second language (ESL) program regardless of the students' grade levels and home language and regardless of the number of such students.*

How are ELLs identified?

- [ELL identification flowchart](#)



Required English as a Second Language program (from Chapter 89)

- **How will districts design the program?**

*89.1210(a) Districts will modify the **instruction, pacing, and materials** to ensure that the students have a full opportunity to master the essential knowledge and skills of the required curriculum.*

- **How much instructional time should be used?**

89.1210(d) Instruction should be commensurate with the student's level of English and may vary according to the language arts time given in the regular program.

Types of Programs for ESL

- Immersion/ Submersion
- Pull-out/Stand Alone

- Self-contained/Content Based/English Plus
- Newcomer programs/Sheltered Instruction

From **less**
effective to
more effective
(according to
convergent
research)



Stand alone vs. English Plus

- Stand Alone
 - All ESL students
 - Usually a short amount of time
 - Students are taken out of class and grouped all together
 - Program focus: linguistic
 - Examples: pull out ESL, a class period of ESL, resource
- English Plus
 - Can be all ESL students or a mixture
 - Usually all day or more than one class period
 - Program focus: linguistic and content area learning
 - Examples: Bilingual Education, sheltered instruction

Programs in PEIMS

(1) English as a second language/content- based:

an English program that serves students identified as students of limited English proficiency by providing a full-time teacher certified under TEC § 29.061(c) to provide supplementary instruction for **all content area instruction**; it integrates English-as-a-second-language instruction with subject matter instruction which focuses not only on learning a second language, but **using that language as a medium to learn mathematics, science, social studies, or other academic subjects.**

Programs in PEIMS

(2) English as a second language/pull- out:

an English program that serves students identified as students of limited English proficiency 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.**

Bilingual Program Models

- # Utilize TEKS based curriculum in strongest language
- # Transitional (early exit) (subtractive)
- # Developmental (late exit) Bilingual Education (semi-additive) also called “One Way Dual Language”
- # Two Way Immersion/ Two Way Dual Language Program (additive)



From **less** effective to **more** effective (according to convergent research)

LPAC---Language Proficiency Assessment Committee

- Required by state law (Chapter 89)
- Each campus must have one in order to:
 - Ensure LEP students are receiving equal opportunity
 - Identify LEP students based on state criteria
 - Provide programs according to state law
 - Assess achievement and ensure accountability for LEP students & schools

Who serves on an LPAC?

- *“Each committee shall include a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency student, and a campus administrator”*
- 4 members or more
- Campus administrator
- 2 Professional educators--1 bilingual and 1 ESL or gen. ed.
- Parent of a LEP student (not employed by district)

What does an LPAC do?

- Must be trained
- Review all pertinent info. of LEP students upon enrollment & at the end of the school year
 - Home Language Survey
 - Assessments
 - Standardized Achievement Test Scores
 - Classroom Grades
 - # of years enrolled in school
 - Mastery of TEKS
- Recommend program placement
- Ensure legal parameters including testing guidelines are followed
- Monitor students after they have exited the program

Language Proficiency Assessment Committee (89.1220)

- ***What are the responsibilities?***

(89.1220)(e) The LPAC shall meet a sufficient number of times to enable them to meet their duties within the four week window of the enrollment of limited English proficient students.

Identification: Testing and Classification (89.1225)

- Students who have a language other than English on their home language survey (HLS):
 - (1) In prekindergarten through Grade 1, an oral language proficiency test approved by TEA
 - (2) in Grades 2-12, a TEA approved oral language proficiency test and English reading and language arts sections of a TEA-approved norm-reference measure.

For ELLs who are Special Ed

(4) The admission review and dismissal (ARD) committee in conjunction with the language proficiency assessment committee (LPAC) shall determine an appropriate assessment instrument and designated level of performance for indicating limited English proficiency as required under subsection (d) of this section for students for whom those tests would be inappropriate as part of the individualized education program (IEP). The decision for entry into a bilingual education or English as a second language program shall be determined by the ARD committee in conjunction with the LPAC in accordance with § 89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

Identification, Testing and Classification (89.1225)

- Students with a language other than English shall be administered the required oral language proficiency test within **four weeks of their enrollment**.
- Norm reference assessments may be administered during regular norming periods.

Identification, Testing and Classification (89.1225)

For entry into the ESL program a student Grade 2-12, the score on the English language proficiency test is **below** the level designated for indicating limited English proficiency.

- Their scores on the reading and language arts sections of the TEA approved norm reference measure is **below the 40%ile**.
- Their **English ability is so limited** that it invalidates the TEA approved norm reference test.

LEP Exit Criteria

- For LEP students in Bilingual, ESL programs and parent denials
 - LPAC considers:
 - Students' oral and written language proficiency
- Along with:
- Student must score at or above 40th percentile on a language arts/reading portion of a norm referenced test (on approved list)
 - Student must meet passing standard on English STAAR

Exit for ELLs who are Special Ed

For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:

- (1) TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) satisfactory performance on the reading assessment instrument under the Texas Education Code, § 39.023(a), or an English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and TEA-approved criterion-referenced written tests when available and the results of a subjective teacher evaluation.

Exit for ELLs who are Special Ed

The ARD committee in conjunction with the LPAC shall determine an appropriate assessment instrument and performance standard requirement for exit under subsection (h) of this section for students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with the language proficiency assessment committee in accordance with applicable provisions of subsection (h) of this section.

Cultural Diversity

What do ESL teachers need to know?

Cultural Diversity

The ESL teacher demonstrates an understanding of how cultural diversity affects the classroom and creates a classroom climate in which both the diversity and the similarities of groups and individuals are appreciated

Cultural Diversity

The ESL teacher is aware of the importance of a variety of personal and social characteristics such as:

- Ethnicity**
- Cultural heritage**
- Language background**

Cultural Diversity

The teacher knows how to use the diversity inside and outside the bilingual/ESL classroom to create an environment that nurtures a sense of community, respects differences, and fosters in all learners an appreciation of their own and others' culture

STAGES OF ACCULTURATION

A general term for the process of becoming adjusted to another culture

EUPHORIA: Students experience excitement about being in the new environment

CULTURE SHOCK: Students experience the intrusion of the new culture. Depression, irritability, and difficulty in adjustment may occur.

TENTATIVE RECOVERY: Students experience acceptance or recovery from the initial culture shock. Language proficiency increases and students feel more confident.

ASSIMILATION OR ADAPTATION: Students experience either adaptation or assimilation of the new culture with renewed self-confidence.

What are some ways teachers can lessen the “culture shock” immigrants may experience?

- Value students’ home culture and language
- Advocate for student and family rights
- Teach lessons that may teach more than just content, but cultural issues as well
- What else?

Advocacy

- Can an ESL teacher use Spanish in the classroom?
 - Yes!
- How can I help parents work with their children at home?
 - Encourage them to use their native language—skills transfer from one language to the other
 - TV in English can help with vocabulary
 - Students can “help” parents in many ways that will teach them skills they will use in school—measuring (cooking), organization, etc.

Possible Test Question

According to state law, the LPAC is responsible for:

- A. Developing ESL classroom curriculum
- B. Developing materials to be used in content area classes with ESL students
- C. Identifying language proficiency and placement for students identified as LEP
- D. Testing LEP students students

Possible Test Question

According to Texas Education Law, Chapter 89, ESL programs should

- a) Have personnel fluent in the primary language of the students
- b) Require students to spend most of the day in mainstream classes
- c) Teach the grade level subject matter, but make modifications in pacing, materials and instruction
- d) Include only oral instruction methods

Possible Test Question

A teacher often brings parents and community members into the class for cultural projects and storytelling. This demonstrates to students that:

- a) School language is not as important as home language
- b) Home and community can provide learning resources
- c) Storytelling is an art
- d) There are differences between in school and out of school practices

Possible Test Question

- A school is having difficulty finding a parent of a LEP student to serve on the LPAC. The principal consults with the ESL teacher and they decide that the first step they need to take is:
 - a) Seek a member from among school district staff who have students participating in the ESL program
 - b) Offer gifts and rewards to the parent who attends
 - c) Set up an adult ESL course so more parents can learn English
 - d) Make sure correspondence to families is in the primary language

Possible Test Question

- When determining what ESL program to implement in a school, what information is **not** important?
 - a) The number of LEP students at each grade level
 - b) The primary language of the LEP students
 - c) The proficiency levels of the LEP students
 - d) The socioeconomic levels of the LEP students

Possible Test Question

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

Domain II: Instruction & Assessment

- ESL Standard I:

- The ESL Teacher understands fundamental language concepts and knows the structure and conventions of English.

- ESL Standard III:

- The ESL Teacher understands processes of first and second language acquisition and uses this knowledge to promote language development in English.

Approximately 45% of the test.

Repeated from Domain I

Domain II: Instruction & Assessment

- **Standard IV**

- The ESL Teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

- **Standard V**

- The ESL teacher has knowledge of the factors that effect students' learning of academic content, language and culture.

- **Standard VI**

- The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) and uses results to plan and adapt instruction.

Commissioner's Rules

According to the Commissioner's Rules in Chapter 89, teachers must support students by addressing the following needs:

▪ **Affective**



▪ **Cognitive**



▪ **Linguistic**



Affective Support

The greatest motivation for any students to learn a second language is the desire to live in fellowship with those individuals that speak that language



- Anxiety-free learning situation
- Valued native language and culture
- Advocacy for rights
- Opportunities for success

How do I meet the Affective needs of my ELLs?

- Find out about what they already know and build on this (*Funds of Knowledge*, Moll and Greenberg, 1997)
- Allow them to use their native language when necessary and even to teach others about their native language and culture.
(**Preview/View/Review** approach, Freeman and Freeman, 2002)
- Advocate for their rights by letting them & their parents know what options are available to them in our school system and culture.

Possible Question

Which program is the most effective research based method for using native language in the ESL classroom?

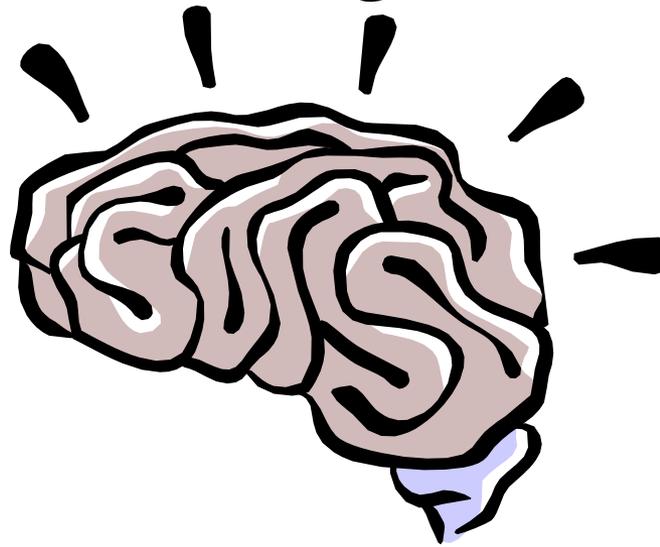
- a) Direct or Simultaneous Translation
- b) Peer Translators
- c) Preview/View/Review
- d) Bilingual Dictionaries

Preview/View/Review

Preview 5%	Native language (L1)	Teacher gives an overview of the lesson or activity in the students' first language. Can include a focus activity, oral summary, book reading, film, asking a key question, etc)
View 90%	Second or target language (English) (L2)	The teacher teaches the lesson or mini-lesson or directs the activity in English. Guided practice or independent practice is conducted in English. Students work together or in groups/pairs in English.
Review 5%	Native Language (L1)	The teacher or students summarize key ideas and raise questions about the lesson in their first language.

Cognitive Support

- Comprehensible input
- Learning and metacognitive strategies
- TEKS in English and in the content areas
- Higher-level thinking skills



How do I meet the Cognitive needs of my ELLs?

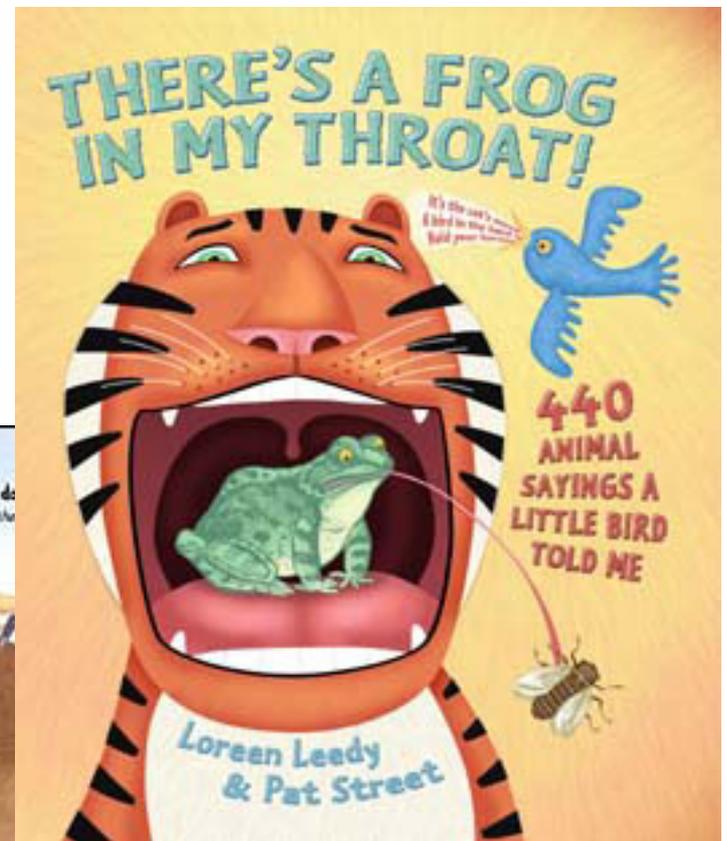
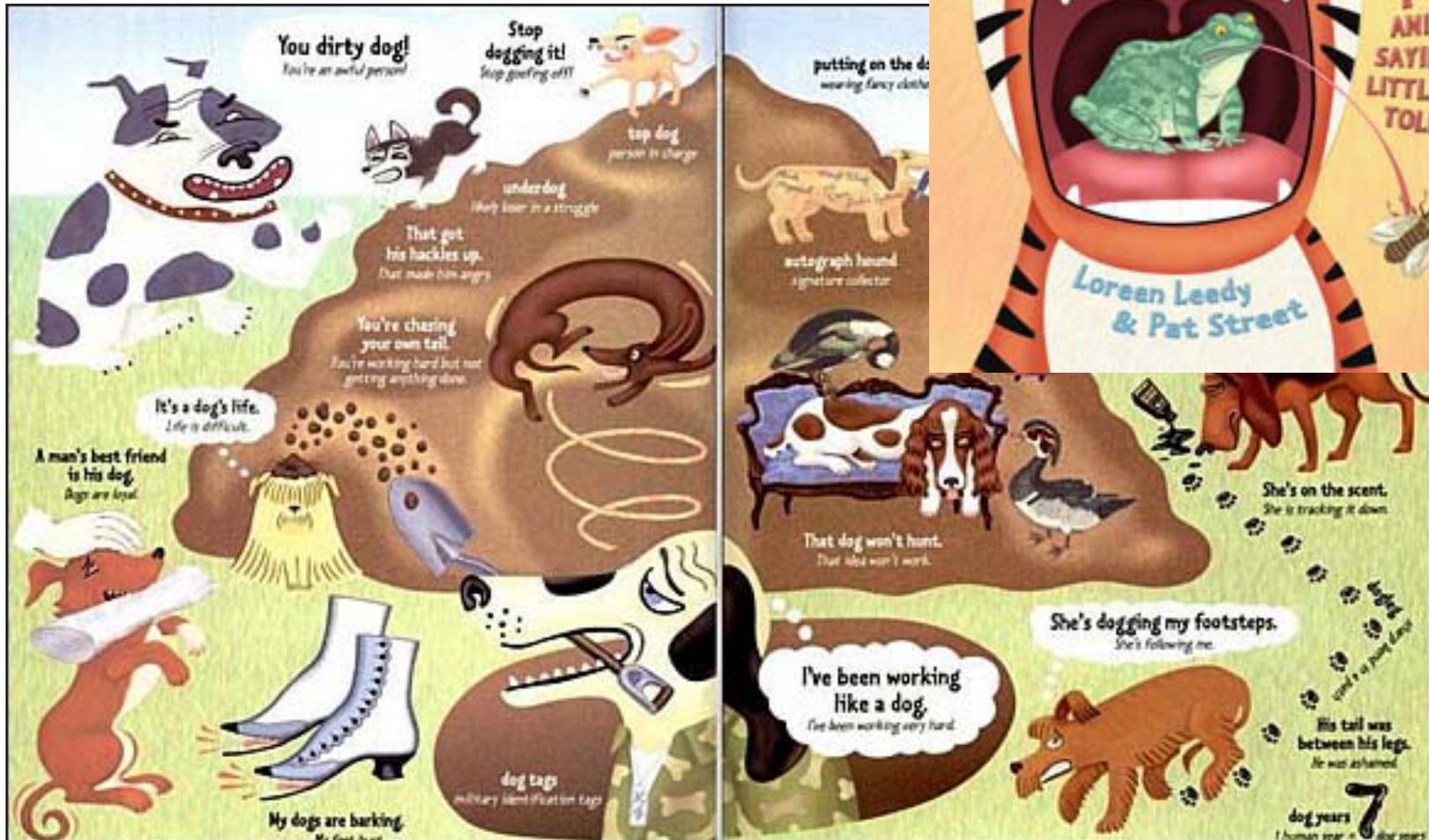
- Have high expectations!
- Speak slowly, enunciate clearly and don't use **idioms** without explaining them.
- Make connections between concepts and vocabulary words.
- Teach students valuable study skills and thinking strategies so they may use them across all content areas.
- Modify lessons and texts as needed.

Teaching Idioms

What is an **effective way** to teach idioms to ELLs?

- a) Translate the idiom
- b) Use an equivalent idiom in the native language
- c) Provide concrete examples of the idiom
- d) Do not teach idioms to ELLs

Teaching Idioms



Linguistic Support



- Research-based language instruction
- Meaningful interactions with more proficient English speakers
- Instruction designed for level of proficiency
- Explicit vocabulary instruction

How do I meet their Linguistic Needs

- Design instruction/questioning techniques and acceptable student responses for their proficiency level.
- **Expand and elaborate** on what students are saying to provide a correct model for them.
- **Correct errors by paraphrasing** or re-wording rather than overt error correction which may lead to embarrassment.

What is Language Proficiency?

- Level of skill student demonstrates in a language
- Ability to understand messages
- Ability to express meaning effectively
- Ability to use language fluently across a variety of contexts
- Ability to self-correct

ELL Proficiency Stages

- **Beginning**
- **Intermediate**
- **Advanced**
- **Advanced High**

These are also used for the TELPAS assessment of listening, speaking, reading & writing (Texas Specific)

Language Development Stage <i>• List of Students currently on that level</i>	Sample Student Behaviors	Sample Teacher Behaviors	Questioning Techniques	Ways to get the student involved
Beginning <ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • Points to or provides other non-verbal responses • Actively listens • Responds to commands • 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) • Understands more than can produce • Uses non-linguistic representations to show understanding • May demonstrate little or no awareness of English print conventions • Use primarily present tense • Begin to recognize environmental print in English 	<ul style="list-style-type: none"> • Gestures • use TPR (Total Physical Response) • Language focuses on conveying meaning and vocabulary development • Repetition (for both pronunciation and meaning making) • Does not force students to speak • Uses visuals and visual cues • Write key words on the board as you say them and have students follow along/copy • Use multimedia for language practice (read along) • Use interactive dialogue journals 	<ul style="list-style-type: none"> • Point to the... • Find the... • Put the ___ next to the ____. • Do you have the ___? • Is this a ____? • Who wants the ___? • Who has the ___? 	<ul style="list-style-type: none"> • Student may be able to draw or create models • label items in the room • copy notes from the board • make lists • choral reading
Intermediate <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Understand routine directions and short, simple conversations on familiar topics • Identify and distinguish key words 	<ul style="list-style-type: none"> • Ask questions that can be answered by yes/no and either/or responses • Model correct 	<ul style="list-style-type: none"> • Yes/no (Did the character solve his/her problem in the story?) 	<ul style="list-style-type: none"> • Student may be able to repeat or echo readings • act out various

Handouts p. 10

What Might a Beginning Listener Understand?

Good morning, class. **Today** we are going to study something brand new in **math class**. It's difficult, so I'm going to need everyone's undivided attention. **Open your books to page one** hundred seventy-two. At the **top** of the **page** is the word "net." **Today's** lesson is about net. As it says in the definition in your **book**, in **math**, net is a **two-dimensional** model. The net of a cylinder is shown in your **textbook**. Does everyone see the **rectangle** and **two circles**? That is the net of the cylinder.

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- **Beginners tend to understand mostly common, everyday words (BICS) and words that are repeated often in a particular setting (like a classroom)...**

What Might an Advanced-High Listener Understand?

Good morning, class. Today we are going to study something **brand new** in math class. It's difficult, so I'm going to need everyone's **undivided attention**. Open your books to page one hundred seventy-two. At the top of the page is the word "net." Today's lesson is **about net**. As it says in the **definition** in your book, in math, net is a **two-dimensional model**. **The net of a cylinder is shown in your textbook**. Does everyone see the rectangle and two circles? **That is the net of the cylinder**

What Might an Advanced-High Listener Understand?

Good morning, class. Today we are going to study something *brand new* in math class. It's difficult, so I'm going to need everyone's *undivided attention*. Open your books to page one hundred seventy-two. At the top of the page is the word "net." Today's lesson is *about net*. As it says in the definition in your book, in math, net is a two-dimensional model. The *net* of a cylinder is *shown* in your textbook. Does everyone see the rectangle and two circles? That is the *net* of the cylinder.

- **Advanced and Advanced-High students tend to understand most everything...what is NOT understood are words that are used differently in different contexts (net, brand), words that are idiomatic or are "sayings" ("Brand new" or "undivided attention"), or words that are irregular ("shown" for past tense instead of the expected regular construction such as "showed")**

L2 Methods--Old Approaches

Grammar Translation Method

- **Emphasis on reading and writing skills with little concern for oral language. Stress on isolated grammar structures and vocabulary lists. Use of L1 to explain, discuss, and translate L2**

Audiolingual Method (follows behaviorist theories)

- **Based on theories from structural linguistics and **behavioral psychology**. Taught through mimicry, memorization, and manipulation drills. Emphasis on isolated grammar structures sequenced carefully to prevent student errors. Use of tapes, language labs, and visual aides is crucial.**

L2 Methods— *New Approaches*

Total Physical Response (TPR)***

- Useful for both adults and children in early stages of L2 learning. Teacher gives commands and models the physical movement to carry out the command. Focus on listening and comprehension by responding to commands with appropriate physical movement in early stages. With acquisition of L2, adds body movements to the acquisition of structures and vocabulary.

L2 Methods— *New Approaches*

Communicative Approach

Authentic communication is emphasized. Dialogs are not memorized but practiced. Effective communication is sought. The target language is best learned by students attempting to communicate in various mediums (all areas of language are used). Sequencing of language taught is determined by consideration for content, function or meaning (not principles of linguistic complexity).

Critical Pedagogy or Critical Literacy

The teacher listens to get to know the students and begins to dialogue, then moves to action. Through literacy and education, students are taught how to confront the forces in life that keep them passive and to challenge power structures in society.

(based on the work of Paulo Freire)

L2 Methods— *New Approaches*

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

- Focus on academic skills. Supported by cognitive theories (J. Cummins, Piaget). Useful for ESL students that have developed BICS (social skills in English). Useful for foreign students who have developed CALP levels in their primary language and need assistance in transferring concepts and skills to L2.

Sheltered Instruction/ SIOP

- Sheltered Instruction Observation Protocol
- Encourages comprehensive planning, best practices for ELLs

Sheltered English Instruction



- This instructional approach is designed to make academic content more understandable to second language learners
- Language and content are taught together
- Mainstream students and ELLs are taught together

General rules of thumb...

- Capitalize on what exists in their L1
- Capitalize on students' strengths
- **Group them homogeneously** at times to work on specific strategies that they may need due to their L1 (i.e. sounds or structures that do not exist in their L1 or are very different)
- **Group them heterogeneously** at other times to provide them with an expert to learn from ($i + 1$)

General rules of thumb...

- Start with what students KNOW and gradually build new knowledge
- Begin with **experiences** (experiential learning), using all senses and keep in mind different learning styles (multi-sensory; multiple intelligences), then move to vocabulary, reading, texts (all the while focusing on comprehension)

Teaching literacy to ELLs

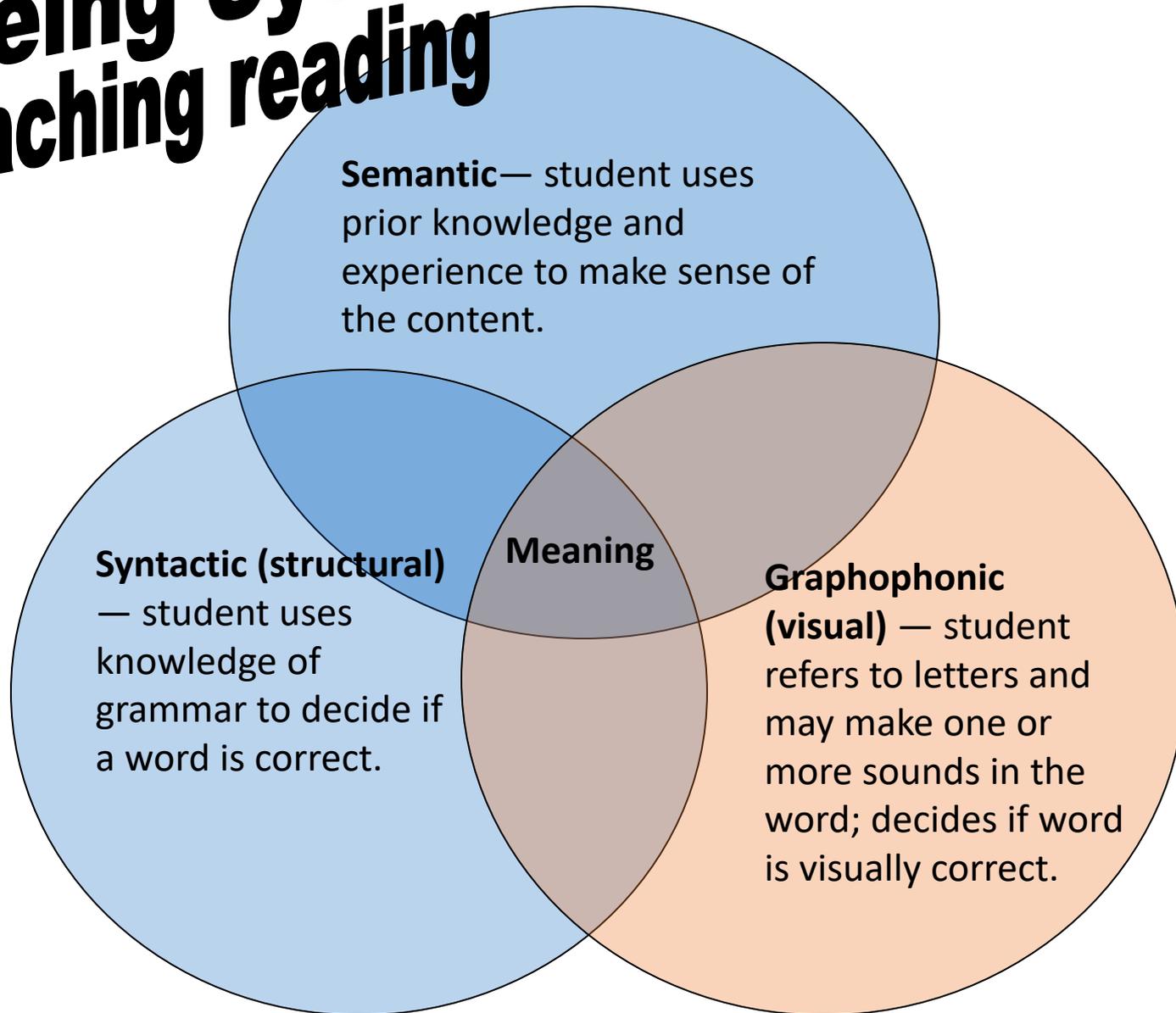
- **Balanced Literacy approach**

- In a **balanced approach** to literacy instruction, teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning.
- Fountas & Pinnell
- Balanced literacy is about balancing explicit language instruction with independent learning and language exploration. It aims to strike a balance between both whole language and phonics when learning to read. The strongest elements of each are incorporated into a literacy program that aims to guide students toward proficient and lifelong reading. A typical balanced literacy framework consists of **five components** including read aloud, guided reading, shared reading, independent reading, and word study.

<http://k12teacherstaffdevelopment.com/tlb/what-is-the-balanced-literacy-approach/>

Cueing Systems For teaching reading

Goodman, 1967



Teaching Reading

- **Don't ask the student to read aloud for purpose of testing comprehension.** Students worry about pronunciation, not meaning.
- **Don't worry about "native-sounding" pronunciation.** (As they gain more exposure to English over the years their pronunciation will improve.)
- For **spelling instruction**, you want to focus on patterns in language (think "Words their Way" that is a method of using word families and sorts to understand patterns in English spelling).

Literacy in the First Language

- Skills developed in first language literacy are transferred to the second language
- You only learn to read once...
- These skills are the base to succeed academically in the target language, so the stronger your foundation in your native language, the more successful you will be in your second...

Factors that affect literacy development

- Interrupted schooling
- Literacy status in L1
- Prior literacy experiences
- Different experiences with print
- Different views of the importance of print
- Different communication styles (e.g., questioning techniques about a story, how stories are constructed, what is valued—truth or imagination?)

Possible Test Question

A teacher begins to plan a unit that is going to cover new material. What is the first activity she should include for her ELLs?

- a) A demonstration or hands-on activity
- b) A review of material already covered
- c) Introducing new vocabulary that students must master
- d) Introducing a brief text for students to understand the new concept

Possible Test Question

A student is having difficulty starting a writing assignment in which he must explain the procedures in science lab. His ESL teacher assists him by helping him create a flow chart with his ideas. Using graphic organizers like this helps ESL students primarily by:

- A. Helping them organize information
- B. Helping them to improve their knowledge of English conventions
- C. Helping them to increase their vocabulary
- D. Helping them to make connections across content areas

Technology & ELLs

- What do teachers need to know?
- ELLs should be consumers and producers of technology in the classroom.
- Technology does not replace instruction but supplements instruction by contextualizing concepts taught.
- Technology can be a tool for narrowing the achievement gap between non-ELLs and ELLs.

Computer Assisted Instruction (CAI)

****Also called Computer Assisted Language Learning (CALL)**

- Computer based resources are used to present information, reinforce and assess learning
- Sometimes more efficient because it can be differentiated more easily (on student's level)
- Emphasis is on student-centered learning
- Major benefits:
 - Motivational, **student-centered (leveled)**, provides contextualized information and learning, can be more authentic, real-world

Possible Test Question

Which component of computer assisted instruction would a dialectical constructivist agree with in helping a student write a paper?

- a) using a word processing unit that incorporates the stages of the writing process
- b) using spell check
- c) Using the online dictionary
- d) Using online search engines to assist with fact collection

Possible Test Question

What are the benefits of using a computer program to supplement textbooks and worksheets?

- a) the program could help the teacher tell what areas the students were struggling with.
- b) students are motivated to use technology.
- c) students could work at their own pace with non judgmental feedback.
- d) computer programs do not rely on teacher preparation and planning

Assessment

What do ESL teachers need to know?

Assessment

- Use informal and formal assessment methods to evaluate language learning, monitor instructional effectiveness, and shape instruction
- Recognize the importance of the **ongoing** use of valid assessments with second-language learners and know how to use a variety of assessment procedures.
- Distinction between **formative** and **evaluative** assessments.

Assessment

Utilize existing state tests to form a linguistic and academic picture of each student.

Assessments used for both LEP and Non-LEP Students:

- Reading Proficiency Assessments:
 - **TPRI (Eng) and Tejas LEE (Span) K-2**
- Criterion Referenced Tests
 - **STAAR**
- Norm Referenced Tests
 - **MAT-8**
 - **ITBS**
 - **SAT**

Assessment

Utilize existing state tests to form a linguistic and academic picture of each student.

Assessments used for ONLY LEP Students:

- Oral Language Proficiency Tests (English test always given for entrance into program and in some districts annually as well as native language test)
Examples: LAS, PreLAS
- TELPAS: Texas English Language Proficiency Assessment System
 - K-1 Reading, Writing, Listening, Speaking
 - 2 + R, W, L, S and content areas
 - Formerly known as Reading Proficiency Test in English (RPTE)(2-12)

Stand-Alone Cloze Item

This is a _____.

10

F ten

G tape

H three

J table

Sample Questions

Sample Test

#s 1-6, 16-27

Sample Test Question

- 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

Sample Test Question

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

Sample Test Question

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

Sample Test Question

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

Sample Test Question

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

Sample Test Question

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.

Sample Test Question

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

Sample Test Question

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

Sample Test Question

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

Sample Test Question

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.

Sample Test Question

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.

Sample Test Question

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.

Sample Test Question

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

Sample Test Question

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)

Sample Test Question

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

Sample Test Question

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

Sample Test Question

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

Questions?

