ESL TExES Training
Preparation Exam 154
English as a Second Language Supplemental

Region One ESC
Perla Roerig, M.Ed.
Consultant

Purpose: This informative session is designed to prepare you for the ESL TExES #154

Objectives
Today you will
- Review knowledge aligned to the ESL TExES Domains, Competencies, and test design.
- Practice using new knowledge and skills to implement research based instructional practices for English Language Learners.
LAW

Chapter 89.

a) It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code. Chapter 29, Subchapter B.

§ 89. LPAC manual

English Learners in Texas

Top 10 Languages of Identified English Learners in Texas
1. Spanish: 908,131 (69.4%)
2. Vietnamese: 16,181 (1.6%)
3. Arabic: 12,765 (1.2%)
4. Urdu: 5,222 (0.5%)
5. Mandarin: 4,572 (0.4%)
6. Burmese: 3,673 (0.3%)
7. Telugu (Telugu): 3,237 (0.3%)
8. Korean: 2,896 (0.3%)
9. French: 2,740 (0.3%)
10. Swahili: 2,624 (0.3%)

Tips: Learn Acronyms and Their Definitions

Make a glossary to understand the questions.
- ELL = English language learner
- LEP = Limited English Proficient
- EP = English Proficient
- L1 = Language 1
- L2 = Language 2
- M1 = Monitor 1
- M2 = Monitor 2
- ESL = English as a second language
- ESOL = English speakers of other languages
- SI = Sheltered instruction
- SIOP = Sheltered Instruction Observation Protocol

About the Test

State Board of Educator Certification (SBEC) educator standards based on the Texas Essential Knowledge and Skills (TEKS)
The standards measure the content knowledge required of an entry-level educator in Texas
This standards-based system helps align Texas education from kindergarten through college

p.3
**ESL TExES Framework**

**The Standards**

**Standard I:** The ESL teacher understands **fundamental language concepts** and knows the **structure and conventions** of the English language.

**Standard II:** The ESL teacher has **knowledge of the foundations of ESL education** and factors that contribute to and effective **multicultural and multilingual learning environment**.

**Standard III:** The ESL teacher understands the processes of **first- and second-language acquisition** and uses this knowledge to **promote students’ language development** in English.

---

**The Standards**

**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 factors that affect ESL students’ academic content, language and culture.**

---

**The Standards**

**Standard VI:** The ESL teacher understands **formal and informal assessment procedures and instruments** (language proficiency and academic achievement) used in ESL programs and uses assessment results to **plan and adapt instruction**.

**Standard VII:** The ESL teacher knows how to serve as and **advocate for ESL students and facilitate family and community involvement** in their education.
Domain I Competency 001

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

Read the descriptive statements: A through D

What is the Domain, Competency and the Descriptive Statement’s Letter?

- **Phoneme:** The smallest unit of sound in speech.
- **Phonology:** The study of sound patterns that represent written language (phonemes).
- **Phonetics:** The study of the production of speech sounds.
- **Morphology:** The study of words, how they are formed and how they relate to other words (prefixes, root words, etc.).

What is the Domain, Competency and the Descriptive Statement’s Letter?

- **Syntax:** The study of the order/arrangement of the words in a phrase or a sentence.
- **Lexicon:** The specialized language used on an area of expertise. (e.g. in education IEP, ARD, fluency).
- **Discourse:** Communication of thoughts by words in speech or writing.
- **Pragmatics:** The proper use of language in context.
What is the Domain, Competency and the Descriptive Statement's Letter?

- **Strategic competency**: Ability to compensate for breakdowns in communication (paraphrase or gesture to get the idea across). Enhancing the effectiveness of communication (speaker raises or lowers the voice for effect).
- Culture based differences in communication strategies that could interfere with communication in the classroom: cooperative grouping, eye contact, volume of voice, physical space/kinesics. Remember: Some non-verbal ways to communicate are not-universal.

What is the Domain, Competency and the Descriptive Statement’s Letter?

- Holistic approach to language arts instruction. Reading + Writing + Listening + Speaking
- Use of culturally relevant materials.
- Research/connect familiar or related topics
- Cooperative grouping: Paired and shared reading, read aloud, small group.
- Pre-reading exercises, including vocabulary development.

What is the Domain, Competency and the Descriptive Statement’s Letter?

- **Discourse competence** involves the ability to combine and connect utterances (spoken) and sentences (written) into a meaningful whole.
- Discourse ranges from a simple spoken conversation to long written texts.

**Tip:** Model and provide instruction, create explicit lessons to facilitate decoding according to the phonetic system.
Let's Practice!

Use the information below to answer the questions that follow.

As part of an informal assessment of ELLs' writing skills in English, an ESL teacher elicits brief written narratives from students on the topic “My Best Family Vacation.” Some of the samples collected are listed below.

1. It was a trip very long.
2. My sister Mindy found a dog little on the window.
3. We got T-shirts blue at a store.

The teacher observes a pattern in the samples and determines that the students' L1 is interfering with the students' English development.

COMPETENCY 001

21. The students’ samples best illustrate a pattern of L1 interference in
   - phonology
   - morphology
   - semantics
   - syntax

Grammatical Competence

Know the structure of the English language. Teach and model how to use the basic concepts and patterns of written and spoken English.

Such as:
- Word formation
  - Grammar,
- Syntax
  - Vocabulary
- Sentence formation
  - Pronunciation
- Spelling

As part of an informal assessment of ELLs' writing skills in English, an ESL teacher elicits brief written narratives from students on the topic “My Best Family Vacation.” Some of the samples collected are listed below.

1. It was a trip very long.
2. My sister Mindy found a dog little on the window.
3. We got T-shirts blue at a store.

The teacher observes a pattern in the samples and determines that the students' L1 is interfering with the students' English development.

COMPETENCY 001

22. Which of the following activities should the teacher implement to best help students address the L1 interference?
   - Practicing minimal pairs
   - Identifying phonemic distinctions
   - Cutting sentences apart
   - Learning orthographic skills

28. A teacher gives the following oral feedback to students.

"We need to review the lesson about the auxiliary verbs that are placed before other verbs to express meanings such as permission, ability, and possibility. It appears that the application of these words still poses some difficulties for you."

The feedback is primarily in response to the students' difficulty in using which of the following?
   - Principal verbs
   - Linking verbs
   - Stative verbs
   - Modal verbs
Structure of English Language

- **Modal verbs**: Auxiliary verbs that express possibility, probability, certainty, obligation or permission (must, shall, will, should, would, can, could, may, and might).

- **Linking verbs**: Connect the subject with the rest of a sentence. The most common form is the verb to be (am, is, are, was, were, being, been).

- **Principal verb**: It is the main verb that shows the action or state of being of the subject.

- **Stative verbs**: They describe a state rather than an action (mental, emotional, or physical).

Domain I Competencies

**Competency 002**
The ESL teacher understands the processes of first language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development.

Read the **descriptive statements**: A through E

Language Acquisition Theories

<table>
<thead>
<tr>
<th>Theorists</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Cummins</td>
<td>Iceberg theory/CUP and SUP</td>
</tr>
<tr>
<td>Stephen Krashen</td>
<td>Acquisition-Learning Hypothesis</td>
</tr>
<tr>
<td>Piaget</td>
<td>Cognitivism</td>
</tr>
<tr>
<td>Lev Vygotsky</td>
<td>Interactionist</td>
</tr>
<tr>
<td>Noam Chomsky</td>
<td>Nativism</td>
</tr>
<tr>
<td>Skinner</td>
<td>Behaviorism</td>
</tr>
</tbody>
</table>

The **Iceberg Theory**: Understanding language proficiency in Social and Academic Settings

**BICS** – Basic Interpersonal Communication Skills; social language; *the tip of the iceberg*

**CALP** – Cognitive Academic Language Proficiency; school language; *deep language structures; more cognitively demanding*
Social Language vs. Academic Language

Separate Underlying Proficiency (SUP)

Common Underlying Proficiency (CLUP)

Cognitive Academic Language Proficiency

Cummins’ Quadrants: The Dimensions of Language

BICS

Cognitively Undemanding Language Tasks

Social conversation with gestures

Storytelling with props

Directions with illustrations/diagrams

Cognitively Demanding Language Tasks

Basic Math Lessons

Storytelling with props

Directions or demonstrations with illustrations/diagrams

Context-embedded language

Context-reduced language

Social phone conversation

Written directions, instructions without illustrations

Oral presentations

Standardized and multiple choice tests

Listening to a lecture

Reading content specific textbooks

CalP

Krashen’s Monitor Model

Five Hypotheses

The Acquisition-Learning Hypothesis

The Natural Order Hypothesis

The Monitor Hypothesis

The Input Hypothesis

The Affective Filter Hypothesis

The Acquisition vs. Learning Hypothesis

Krashen

• Language Acquisition is a subconscious process. It occurs very naturally in a non-threatening environment. The research strongly supports the view that both children and adults can subconsciously acquire languages.

• Language Learning is what occurs at school in an academic setting. It is a conscious process. When we talk about rules and grammar of language, we are usually talking about learning.
**Cognitivist Theory**

**Piaget**
- Views human beings as having the innate capacity to develop logical thinking.
- Piaget was a Swiss psychologist who studied the development of cognitive processes from infancy through adulthood.
- Piaget often spoke about the relationship between cognitive development and language skills.


---

**Cognitivist Theory**

Theorists believe we are born with a built-in device of that predisposes them to acquire language.

**Language Acquisition Device (LAD)**

(McNeill, 1966)

Four innate linguistic properties:
1. Ability to distinguish speech sounds from other sounds in the environment.
2. The ability to organize linguistic events in their mind.
3. Knowledge that only a certain kind of linguistic system is possible and that other kinds are not.
4. The ability to engage in the evaluation of the developing linguistic system in order to construct the simplest possible system out of the linguistic data that are encountered.

---

**Lev Vygotsky’s Social Interactionist Theory**

- Explains language development emphasizing:
  - The role of social interactions between the child and linguistically proficient adults.
  - The importance of “motherese.”
  - Contributions of context and world knowledge.


---

**How Does the Interactionist Theory Relate to Teaching ESL?**

- When faced with learning English as a second language, the student first imitates and memorizes words and phrases, while relying on non-verbal to comprehend and to communicate in the target language.
- If students are encouraged to experiment with the language and learn that it is okay to make mistakes, they will be able to discover for themselves how to combine words and phrases to form full sentences and dialogues.

Noam Chomsky’s Nativist Theory

- Language acquisition depends upon an innate biological brain mechanism called Language Acquisition Device (LAD),
- Assumes that children are born with the ability to acquire a language, and it is easy for them to make sense of the words because they were exposed to speech at birth.

Skinner’s Behaviorist Theory

- It suggests that language is acquired through external stimuli, creating an internal response, which produces an external response.
- Learning a second language is conditioned with a reinforcement (an award or a praise given to students after producing of certain aspects of a second language).
- Based on this, the behaviors can be measured to record success.
- Support language acquisition by giving immediate feedback, repeating the directions, provide visuals, etc.

Practice Questions!

1. In most cases, basic communication skills take markedly less time to develop than academic language skills. Which of the following scenarios best illustrates this phenomenon?
   A. A student can use common idioms and slang but is often unable to conjugate verbs correctly
   B. A student can read and understand American short stories but cannot summarize them coherently
   C. A student demonstrates perfect pronunciation but frequently omits articles and prepositions
   D. A student speaks English fluently but is having difficulty understanding content-area lectures.

   p. 15

COMPETENCY 002

2. Which of the following statements is primarily true about the relationship between a student’s first- and second-language acquisition?
   A. Cognitive development in L1 should be discontinued through the elementary years in order to achieve cognitive and academic success in L2.
   B. Cognitive development in L1 should be limited through the elementary years in order to achieve cognitive and academic success in L2.
   C. Students who receive formal schooling in L1 do better at acquiring L2 than students with no schooling in L1.
   D. Students who receive formal schooling in L1 do worse at acquiring L2 than students with no schooling in L1.

   p. 22
COMPETENCY 002

40. A high school ESL teacher wants the class to understand the differences between informal language used with friends and formal language used in the classroom. Which of the following strategies will best help ELLs understand the differences?

A. Asking the ELLs to keep a journal of conversations with friends to be discussed in class
B. Having the ELLs listen to audio recordings in different registers of English
C. Pairing the ELLs and having them role-play a variety of scenarios in the different registers
D. Reminding the ELLs to use academic language in classroom discussions and informal language in conversations

Domain II
ESL Instruction and Assessment

Domain I Competencies

Competency 003
• The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

Read the descriptive statements: A through E

COMPETENCY 003

Ms. Smith, a 5th grade teacher, observes Sara and notices that Sara is reading slowly and struggles to read long paragraphs. Sara tends to re-read with difficulty grade level text.

The ESL teacher knows the TEKS and the ELP and knows how to design language and content objectives appropriately aligned to the cross-curricular student expectation standards.

E.g., Pair reading, graphic organizers to facilitate understanding of structure of text and grammar, Allow Sara to use native language and drawing, give visual support, adapted text, modeling.
What are the ELPS?

ELPS are federally required instructional standards designed to ensure that EL acquire English proficiency.

19 Texas Administrative Code

Chapter 74. Curriculum Requirements
Subchapter A. Required Curriculum 74.4
English Language Proficiency Standards (ELPS).

Adopted December 2007

ESL Methods and Techniques

- Audiolinguual approach: Few minutes of repetition and practice to introduce language.
- Total Physical Response and the Audio-motor Unit (TPR): Approach for beginners to develop listening/speaking skills.
- Natural Approach to ESL: Real-life communication (music, drama, visuals, realia).
- Sheltered Instruction:
  Posters, films, maps, videos, background knowledge, cooperative learning.

Study skills: Organizers, SQ3R, Thinking Maps

What is the Domain, Competency and the Descriptive Statement’s Letter?

Paired Reading
- Two read together from the text.
- Students monitor reading.

ESL Appropriate Instruction and Assessment to Address all 4 Linguistic Domains?

As teachers, what can you do to plan, implement and effective, developmentally appropriate instruction for our ELLs?
ELPS: How Are They Organized?

Big Ideas
1. Make Content Comprehensible
2. Develop Academic Language

Big Responsibilities
1. Communicated
2. Sequenced
3. Scaffolded

Student Expectations
1. Listening
2. Speaking
3. Reading
4. Writing
5. Learning Strategies

PLDs (L, S, R, W)
1. Beginning
2. Intermediate
3. Advanced
4. Advanced High

Use the ELPS!

Domain II Competency 004

- The ESL teacher understands how to promote students' communicative language development in English.

Read the descriptive statements: A through G

ELPS-TELPAS Proficiency Level Descriptors

- The PLD's describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction.

Practice Question

4. Hanh, a Vietnamese student has been in the United States for 18 months. She is progressing in her schoolwork. But she rarely speaks to her classmates or teachers. Which of the following is the best action for the teacher to take to help increase Hanh's oral proficiency in English?

A. Partnering Hanh with an English speaking peer during...
B. Incorporating daily lessons on social interactions that...
C. Provide Hanh with a list of common phrases in...
D. Provide individualized feedback to Hanh to...

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency

© 2016 Region One Education Service Center
Domain II Competency 005

- The ESL teacher understands how to promote students’ literacy development in English.

Read the descriptive statements: A through G

ELPS-TELPAS Proficiency Level Descriptors

- The PLD’s describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction.

Designing a Writing Lesson for ELLs: Integrating TEKS & ELPS

- Explain: Model the steps of the writing process.
- Pre-write: Model how to organize and select ideas, and the words they will use to write. Show a sample.
- Write a draft: Model and ask students to use ideas or selected words and create sentences.
- Revise: Model and teach students to check their own work (clear ideas, organization, syntax, etc.).
- Edit and proofread: Teach how to copy revised drafts, and correct grammar, spelling, punctuation, etc.). Allow students to help each other.
- Publish: Ask each student to make a final copy.

Developing Sight Word Vocabulary Strategies:

- Pre-teach vocabulary and teach them to use irregular words, high-frequency words in sentences.
- Use hands on to introduce and or reinforce concepts.
- Incorporate writing across all content areas.
Domain II Competency 006

- The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

Read the descriptive statements: A through D

Pre-teach Vocabulary KWL

- Used before, during, and after reading strategy.
- Used to see what students know about a topic.
- It can determine the amount of scaffolding needed.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want To Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>111, C06, B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graphic Organizers Help Students Apply Learning Strategies

- Visual support and Story pyramid to organize story elements.
- Discussion of to become familiar with the structure of text, character, setting, events, and provides strategies to identify a story's problem, and find a solution.
Domain II Competency 007

- The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

Read the descriptive statements: A through F

Norm Referenced Assessments

- Norm-referenced Test - Standardized tests designed to compare and rank test takers in relation to one another. They are used to report whether test takers performed better or worse than the average test-taker.

- Norm-referenced scores – These are student scores that are reported as a percentile ranking.

Criterion v. Norm-referenced Tests

- Most state achievement tests are criterion-referenced. In other words, a predetermined level of acceptable performance is developed and students pass or fail in achieving or not achieving this level.

- Tests that set goals for students based on the average student’s performance are norm-referenced tests.

Formal v. Informal Assessments

Both are Important

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR</td>
<td>Checking for understanding</td>
</tr>
<tr>
<td>TExES</td>
<td>Quick writes</td>
</tr>
<tr>
<td>ITBS</td>
<td>Portfolios</td>
</tr>
<tr>
<td>TELPAS</td>
<td>Anecdotal logs</td>
</tr>
<tr>
<td>LAS Links</td>
<td>Verbal questioning</td>
</tr>
<tr>
<td></td>
<td>Learning games</td>
</tr>
<tr>
<td></td>
<td>Cooperative learning activities</td>
</tr>
</tbody>
</table>

§89.1225. Testing and Classification of Students. p. 10, 11 of document TEA List of approve tests

TEA List of Approved Tests

D II, C 007, B

p 10
§89.1225. Testing and Classification of Students

(h) 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 general education, all-English instructional program.

§89.1225. Testing and Classification of Students

(2)(i) A student may not be exited from the bilingual education or English as a second language program in prekindergarten or kindergarten. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.
Domain III Competency 008

- The ESL teacher understands the foundations of ESL education and types of ESL programs.

Read the descriptive statements: A through D
When is Bilingual Education Required?
19 TAC 89.1205, 89.1210

(a) The law requires that each school district or charter school which has an enrollment of 20 or more ELLs of the same language classification in the same grade level district wide shall offer a bilingual education program for ELLs in grades Pre-K through 5th; Grade 6 shall be included when clustered with elementary grades.

When is ESL required?
19 TAC 89.1205 (d) & 89.1210

• The law requires that all ELLs for whom a district is not required to offer a bilingual education program shall be provided an ESL program, regardless of the students' grade levels and home language, and regardless of the number of students.

Types of ESL Programs

• Type of program that uses second language methods throughout the curriculum.
• Provide instruction that includes TEKS based academic content, as well as language development.
• Differentiate instruction of content according to language proficiency levels.
• Provide on-grade level instruction.
Goal of ESL Programs

Subchapter bb. § 89 states that the goal shall be to:

- Enable ELLs to become competent in the listening, speaking, reading, and writing of English.
- Emphasize mastery of English language skills, as well as math, science, and social studies.
- Use instructional approaches designed to meet the needs of ELLs.
- Be an integral part of the total school program.
- Utilize the essential knowledge and skills required by the state as the curriculum.

Domain III Competency 009

- The ESL teacher understands factors that affect ESL students’ learning and implements strategies for creating an effective multicultural and multilingual learning environment.

Read the descriptive statements: A through E

Domain III. Competency 009 A

- What cultural and linguistic factors may affect students’ learning?

- The Prism Model: Thomas & Collier, 1995

Socio-cultural Processes

Consider that the social and cultural factors may affect learners either positively or negatively. Teachers can:

- Create anxiety-free learning situation (affective filter).
- Valued native language and culture.
- Advocate for rights.
- Create opportunities for success.
Culturally Responsive Teaching

"Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them, it teaches to and through the strengths of students."

Gay (2000)

Domain III Competency 010

- The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Read the descriptive statements: A through D

State Policy Guidelines

http://tea.texas.gov/bilingual/esl/education/

LPAC Forms in English and Spanish

<table>
<thead>
<tr>
<th>Home Language Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language spoken at home and by student = English</td>
</tr>
<tr>
<td>Language spoken at home and by student = English and any other language</td>
</tr>
<tr>
<td>Language spoken at home and by student = other language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K – 1st: Oral Language Proficiency Test (OLPT) (to be classified LEP: score indicates limited English proficiency)</td>
</tr>
<tr>
<td>2nd – 12th: OLPT + Norm referenced standardized achievement test (to be classified LEP: norm reference below 40th percentile and OLPT = limited English)</td>
</tr>
</tbody>
</table>

19 TAC §89.1225
19 TAC §89.1230
Become Familiar with Student's Culture
Access Resources From the Community,

- Authors as guest speakers in the library.
- Field trips to museums.
- Become involved in activities from the community that reflect the culture of the student (e.g., local musicians, festivals, etc.)
- Facilitating parent involvement initiatives that are culturally responsive.

17. A school district is establishing an ESL program for the first time and must do so in compliance with established criteria. The district first puts into place a mechanism that will determine the program's effectiveness in achieving its instructional goals for ELLs. The evaluation ensures that the program will primarily fulfill requirements established by

A. Brown v. Board of Education of Topeka.
B. Castañeda v. Pickard.
C. the No Child Left Behind Act of 2001.
D. Plyler v. Doe.

24. Which TWO of the following are federal requirements for the education of ELLs?

A. ELLs must have access to the core curriculum.
B. ELLs must be given the opportunity to learn in their native language.
C. ELLs must exit an ESL program in no less than three years.
D. ELLs must be given opportunities for English-language development.

35. An ESL teacher uses supplementary texts in class that feature aspects of different cultures. The teacher also highlights vocabulary words from each unit that can be translated into the two or three languages the students speak. The class reads the words together and discusses them before beginning each unit. The teacher's actions are primarily examples of which of the following?

A. Culturally responsive instruction
B. Cultural relativism
C. Ethnocentrism
D. Multilingual education
Thank you!

Your feedback is important to us!
Please evaluate this training on our web page.

Print your certificate

Bibliography


