

ESL TExES

Preparation for the

Exam 154

English as a Second Language

Supplemental

Region One ESC

Division of Instructional Leadership, School Improvement, & College Readiness Support



Professional Learning Essential Agreements

- ✓ Be **Respectful** of others
- ✓ Be an **Active** participant
- ✓ Take **Care** of your needs
- ✓ Use electronic devices as **Learning Tools**



Purpose: This informative session is designed to help Texas educators prepare for the ESL TExES #154

Objectives

➤ **Content Objective:**

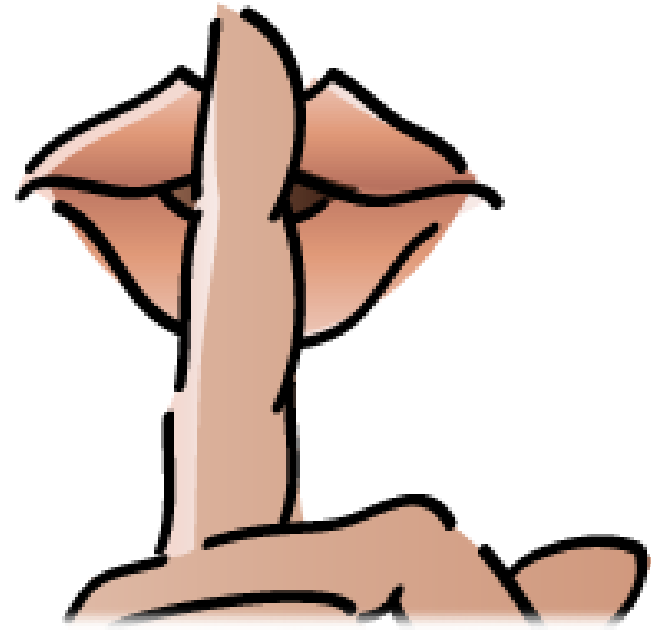
Today I will explore knowledge aligned to the **ESL TExES Domains, Competencies, and test design.**

➤ **Language Objective:**

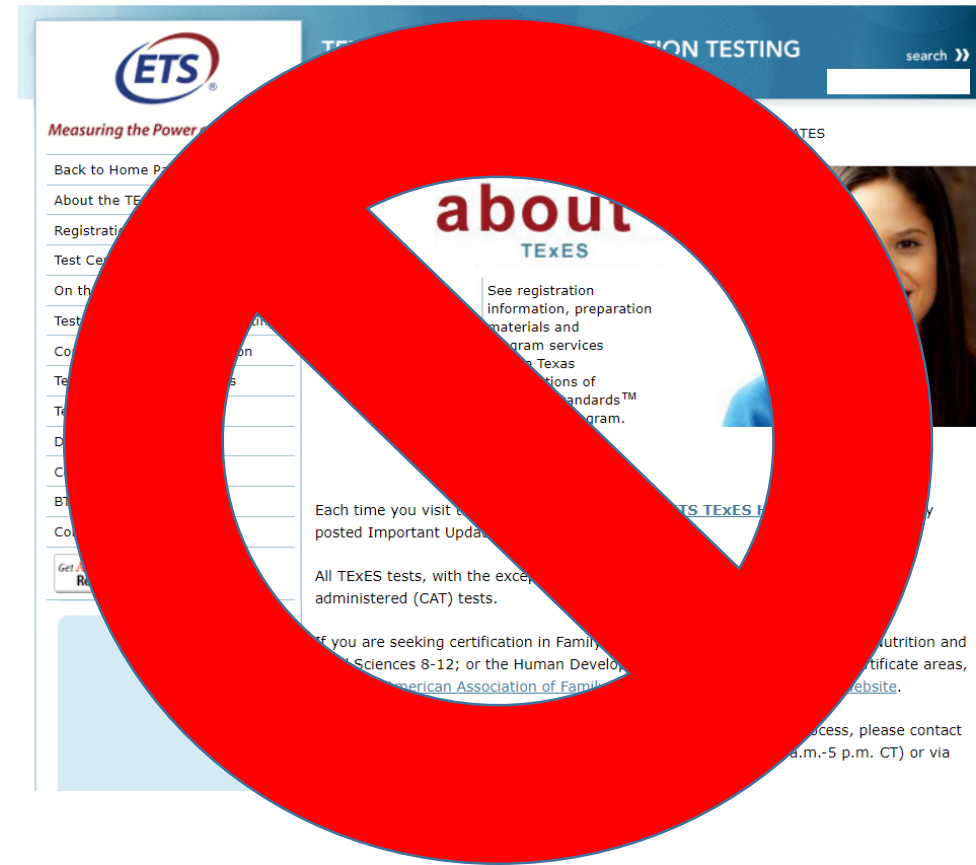
Today I will discuss new knowledge **regarding research based instructional practices for English Language Learners** aligned to the ESL TExES.



Quiet Signals



http://www.tx.nesinc.com/
http://bit.do/dretregister



Top 10 Languages of Identified English Learners in Texas

1. Spanish: 908,131 (89.4%)
2. Vietnamese: 16,181 (1.6%)
3. Arabic: 12,605 (1.2%)
4. Urdu: 5,222 (0.5%)
5. Mandarin: 4,972 (0.5%)
6. Burmese: 3,673 (0.4%)
7. Telugu (Telegu): 3,237 (0.3%)
8. Korean: 2,896 (0.3%)
9. French: 2,740 (0.3%)
10. Swahili: 2,624 (0.3%)

Over 130
languages
represented in
Texas schools

Test Taking Tips and Strategies

You have 5 hours to take the test!

- › Identify and know the key words included in the manual.
- Visualize the scenario.
- › Know the terminology, to answer correctly.
- › “Perfect educational context” (cooperative learning, differentiated instruction, etc.)
- › Do not consider your own experiences.
- › Think of the ELL with other language background as well (Vietnamese is 2nd largest group in TX).

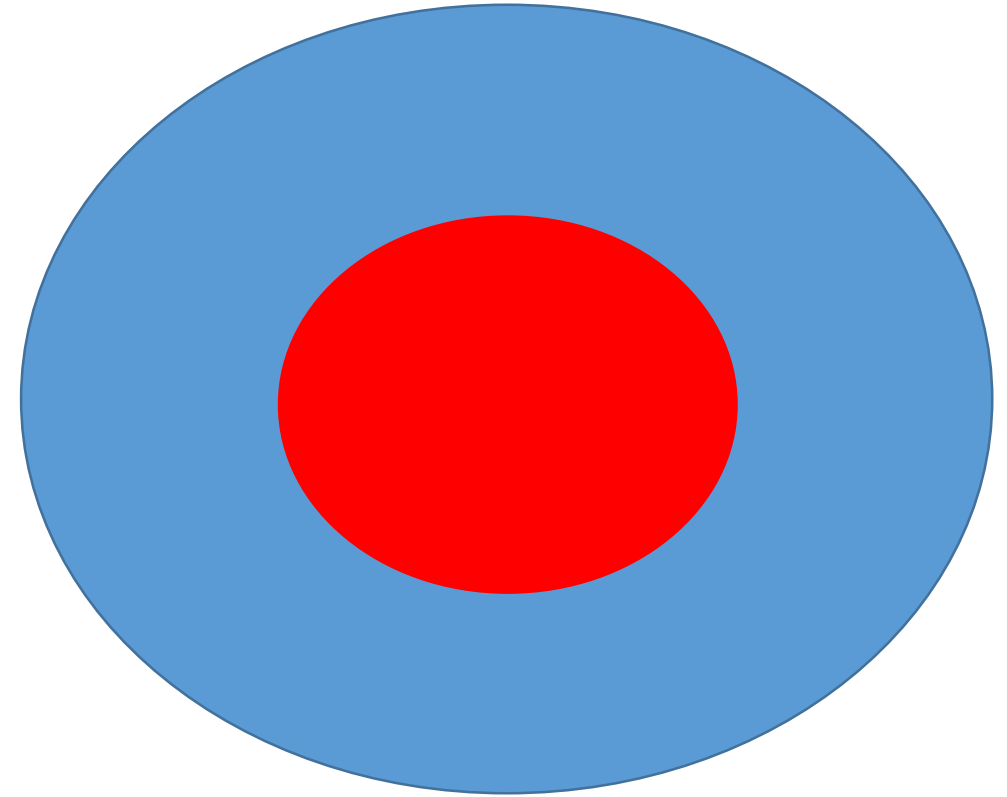


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CENTER

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Find the Fib

Write three facts and a fib to introduce yourself to a partner.



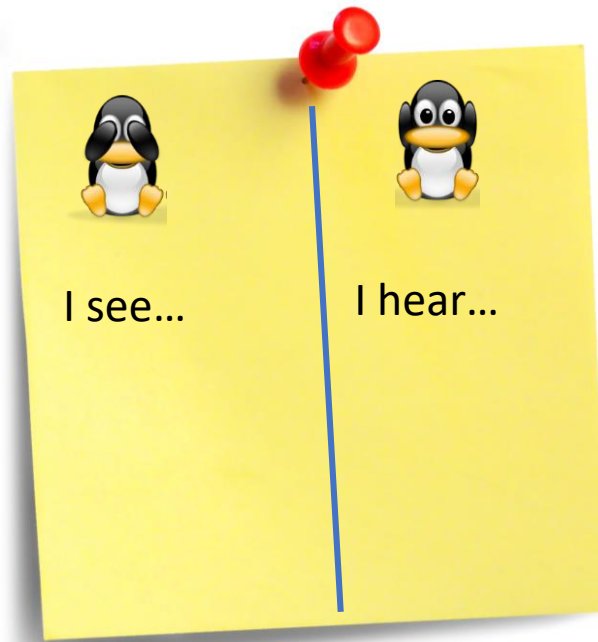
Introduce yourself

- 1. Student A interviews student B.
- Pairs switch role.
- Form a group of four.
- Student A introduce student B and vice versa.



What I See, What I hear

- What do you see, what do you hear in an effective ESL classroom?



Important Acronyms

- **LEP**= Limited English Proficient
- **ELL**= English Language Learner
- **L1**= native language
- **L2**= second language
- **ESL**= English as a second language
- **ESOL** = English speakers of other languages
- **SI** = Sheltered instruction
- **SIOP** = Sheltered Instruction Observation Protocol



About the Test

English as a Second Language Supplemental

154

**Language Concepts
and Acquisitions**

**ESL Instruction and
Assessment**

ESL Education



ESL TExES

The test contains:

- **80** multiple-choice questions in **5 Hours**
- **May** contain questions that do not count toward score
 - Single or clustered questions
- **Final scaled score** is based on scored questions



Question Formats

- › **Multiple-choice**

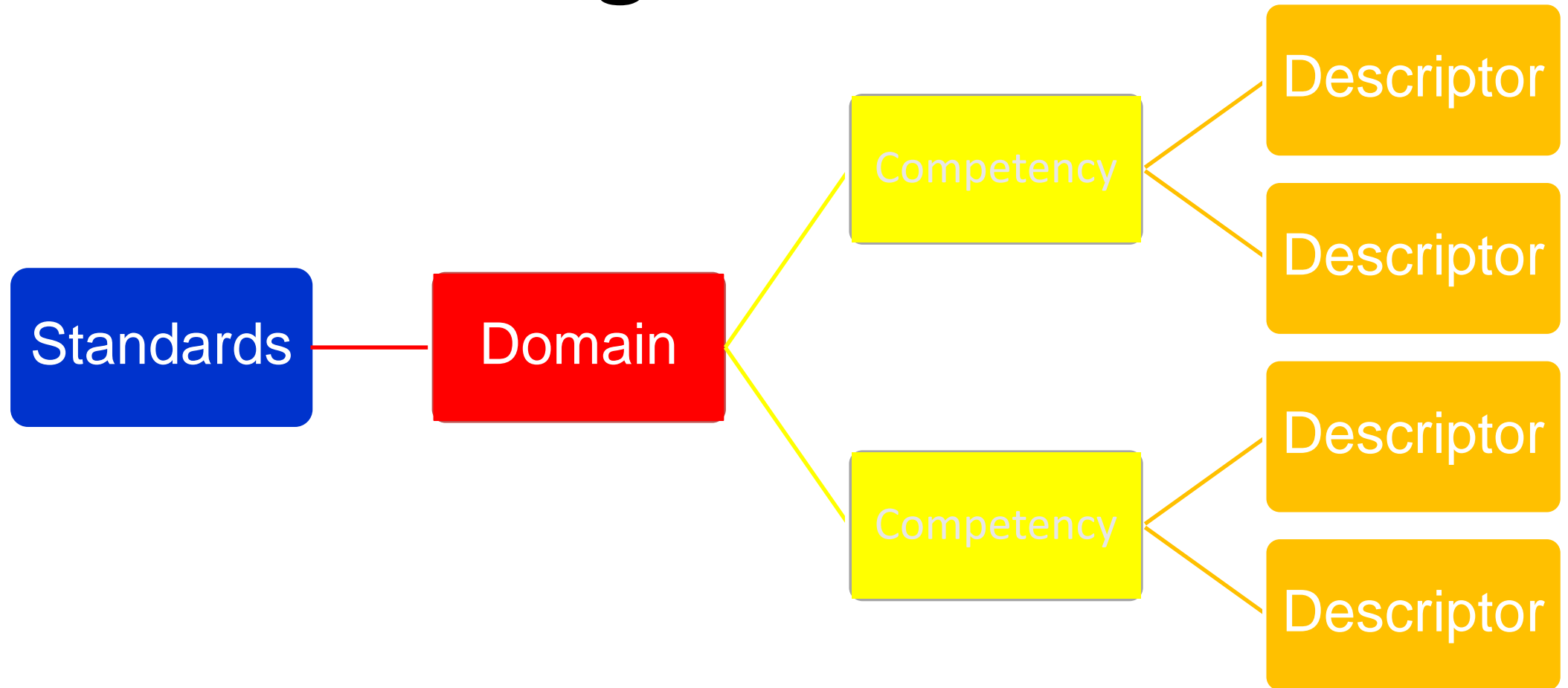
- › **Single:** direct questions or incomplete sentence.
- › **Clustered:** consists of stimulus and questions. Stimulus can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions.

- › **Unfamiliar question formats**

- › May include audio or video stimulus
- › Interactive questions



ESL TExES Design



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**.



The Standards

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.**

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 and **advocate for ESL students and facilitate family and community involvement** in their education.



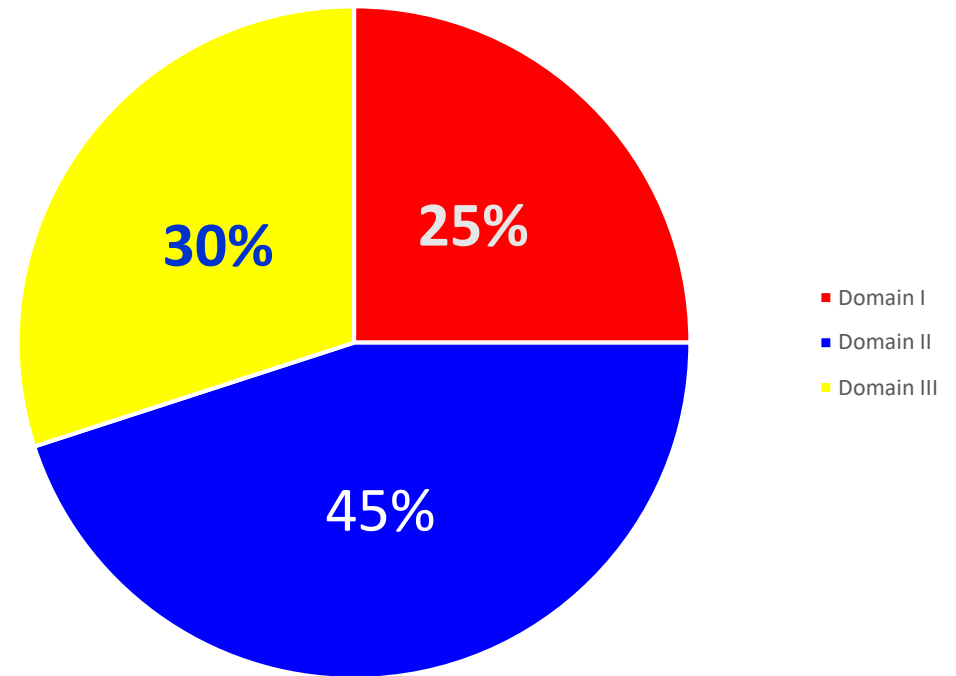
ESL TExES Framework

Domain I – Language Concepts and Language Acquisition

Domain II – ESL Instruction and Assessment

Domain III – Foundations of ESL Education, Cultural, Awareness and Family and Community Involvement

Composition of Test by Domain



Texas Examinations of Educator Standards 154. (n.d.). Retrieved from http://cms.texasets.org/files/9413/2949/1641/154_esl_supppdf



Domain I: Language Concepts and Language Acquisition



Basic Concepts of Language Systems

- **Phoneme:** The smallest unit of sound in a language.
- **Phonology:** The study of the sound system of a language.
- **Morpheme:** The smallest unit of meaning in a language (word or unit – prefix re in redo, s in cars)
- **Morphology:** The study of the smallest meaningful spoken units of language.
- **Syntax:** The order in which words occur in a sentence.
- **Semantics:** The meaning attached to a linguistic unit (word or phrase)
- **Pragmatics:** The proper use of a certain type of language for a given situation.
- **Lexicon:** The vocabulary of an individual or topic.
- **Discourse:** Interchange of language between speakers.



Phonology

- › Phonology is the system of relationships among speech sounds

In the classroom:

Plan activities to build phonological awareness through rhymes, blending, and segmenting.

Progress from easier to more difficult tasks by building on what students know.



Phonemes

Words	Number of Phonemes
cat	3
colonel	5

Teach the relationship between sounds and letters through phonics: Say the word out loud to focus on the sounds rather than looking at the printed letters. Example: Son - /C/ /a/ /n/. Counting phonemes is difficult for an EL because many of the sounds in English do not exist in Spanish.



Practice test question

- › If a student can not hear/learn initial sounds in some words because those sounds do not exist in his/native language, what do we need to teach him?



Paired Verbal Fluency

- Find a partner. Low heel shares first while High heel listens.



Morphology

- **Morphemes**- unit of a language that cannot be further divided.

Unkindness

↓
Prefix

↓
Root

↓
Suffix

In the classroom:

Focus on English morphemes that are useful to know because they occur most frequently.

Help students discover patterns through multisensory, multimodal experiences.



Chunking into manageable units

play

play + s

play + er + s

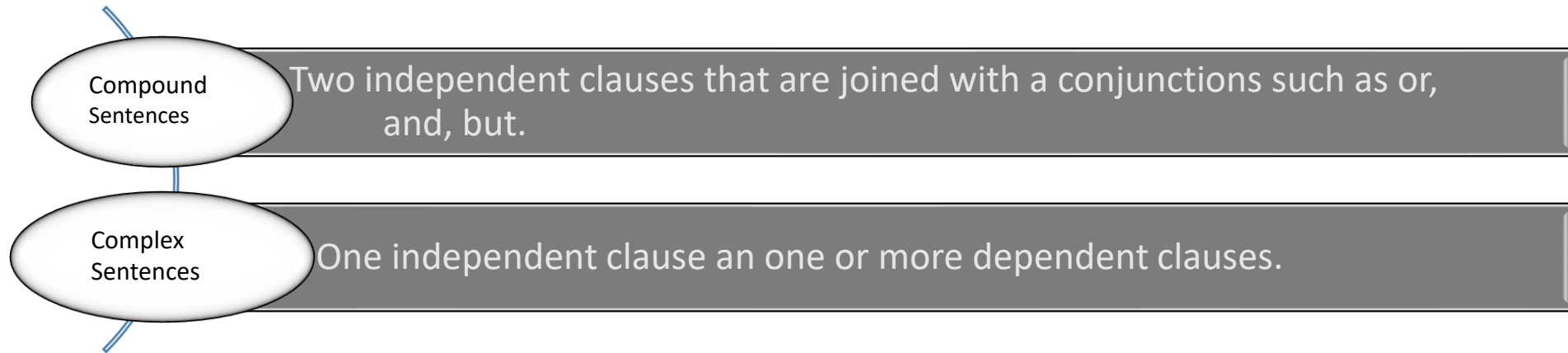
un + play + able

re + play + ed

play + ful + ly



Syntax



In the classroom:

- Discuss English syntax in the context of real reading and writing.
- Model how to break long sentences into chunks, interpret chunks, and then sum up the main idea.



Categories of Syntax

Lexical

- Noun(N) Harry, boy, wheat, policy, moisture, bravery
- Verb(V) arrive, discuss, melt, hear, remain, dislike
- Adjective(A) good, tall, old, intelligent, beautiful, fond
- Preposition(P) to, in, on, near, at, by
- Adverb(Adv) silently, slowly, quietly, quickly, now

- **Nonlexical**

- Determiner(Det) the, a, this, these
- Degree word (Deg) too, so, very, more, quite
- Qualifier(Qual) always, perhaps, often, never, almost
- Auxiliary(Aux) will, can, may, must, should, could
- Conjunction(Con) and, or, but



Syntax

“We will go home after school.”

ELL: “After school to home we will go.”

“a big blue house”

ELL: a house big blue

ELL: a blue big house



Semantics

It is the study of is the study of linguistic meaning.

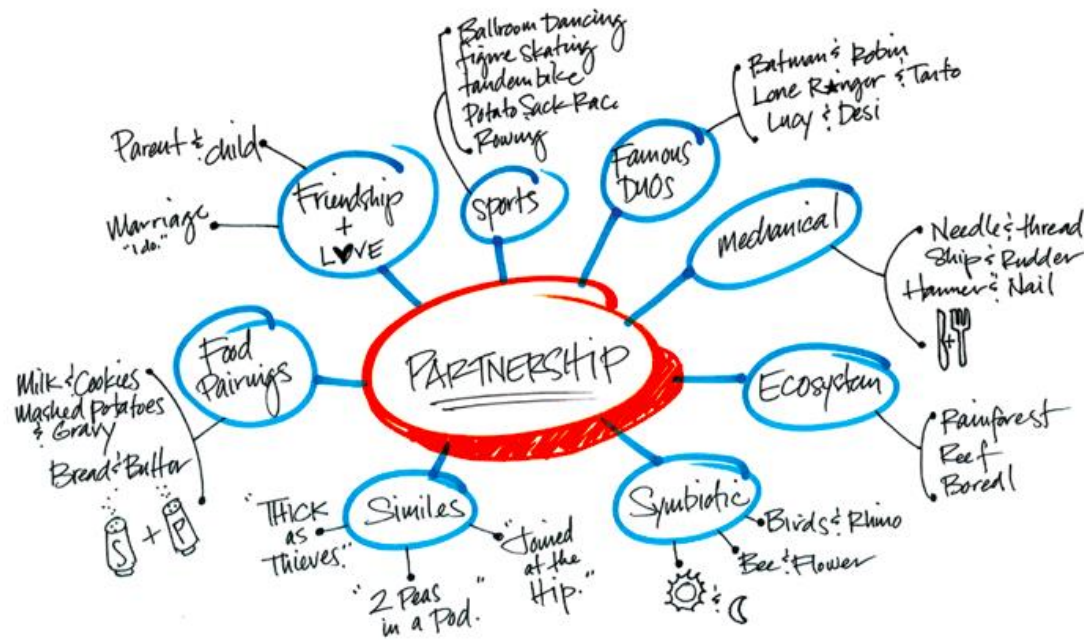
In the classroom:

Expose students to synonyms, antonyms, homonyms, an multiple meaning words.

Utilize cognates as a scaffolding tool.



Semantic Word Map



Frayer Model

Definition	Characteristics
WORD	
Examples	Non-examples

Cognates

Cognates are words from different languages that are spelled almost the same and share similar meanings.

Table 2.5 Comparison of Scientific Terms in Five European Languages

English	Italian	Spanish	French	German
chemistry	chimica	química	chimie	Chemie
biology	biologia	Biología	biologie	Biologie
physics	fisica	física	physique	Physik
geology	geologia	geología	géologie	Geologie
astronomy	astronomia	Astronomía	astronomie	Astronomie
meteorology	meteorologia	meteorología	météorologie	Meteologishe
photosynthesis	fotosintesi	fotosíntesis	photosynthèse	Photosynthese
metamorphosis	metamorfosi	metamorfosis	métamorphose	Metamorphose
cell	cellula	célula	cellule	Zelle
organism	organismo	organismo	organisme	Organismus
ecology	ecologia	ecología	écologie	Ökologie



Language Register

Language register is the level of formality with which you speak. Different situations and people call for different **registers**

Informal Register

- The water disappeared.
- He is psycho.
- You're in my bubble.

Formal Register

- The water evaporated.
- He had a nervous breakdown.
- My personal space is being violated.



English Grammar

Subject

Predicate

Verbs

Nouns

Prepositional
Phrases

Adjectives

Adverbs

Direct &
Indirect
Objects

Subject and
Verb
Agreement



Language Activity

Write down what you did this summer to recharge.

Example:

I went to the island and woke up two weeks later. I had the best summer.



Language Interference in Phonology

Language interferences bound with first language influence.

- ELs tend to add an **/e/** sound to the letter combinations **/esc/**, **/esp/**

Ex: Eschool vs. School

Interferences may exist by translation from mother tongue into another language

- False cognates

Ex. She choke with another car.





Communicative Competence

Linguistic

- Vocabulary
- Language Conventions (grammar, spelling).
- Syntax

Strategic

- overcome language gaps.
- conversational fluency.
- effectiveness of communication
- modify text for audience and purpose.

Socio-Linguistic

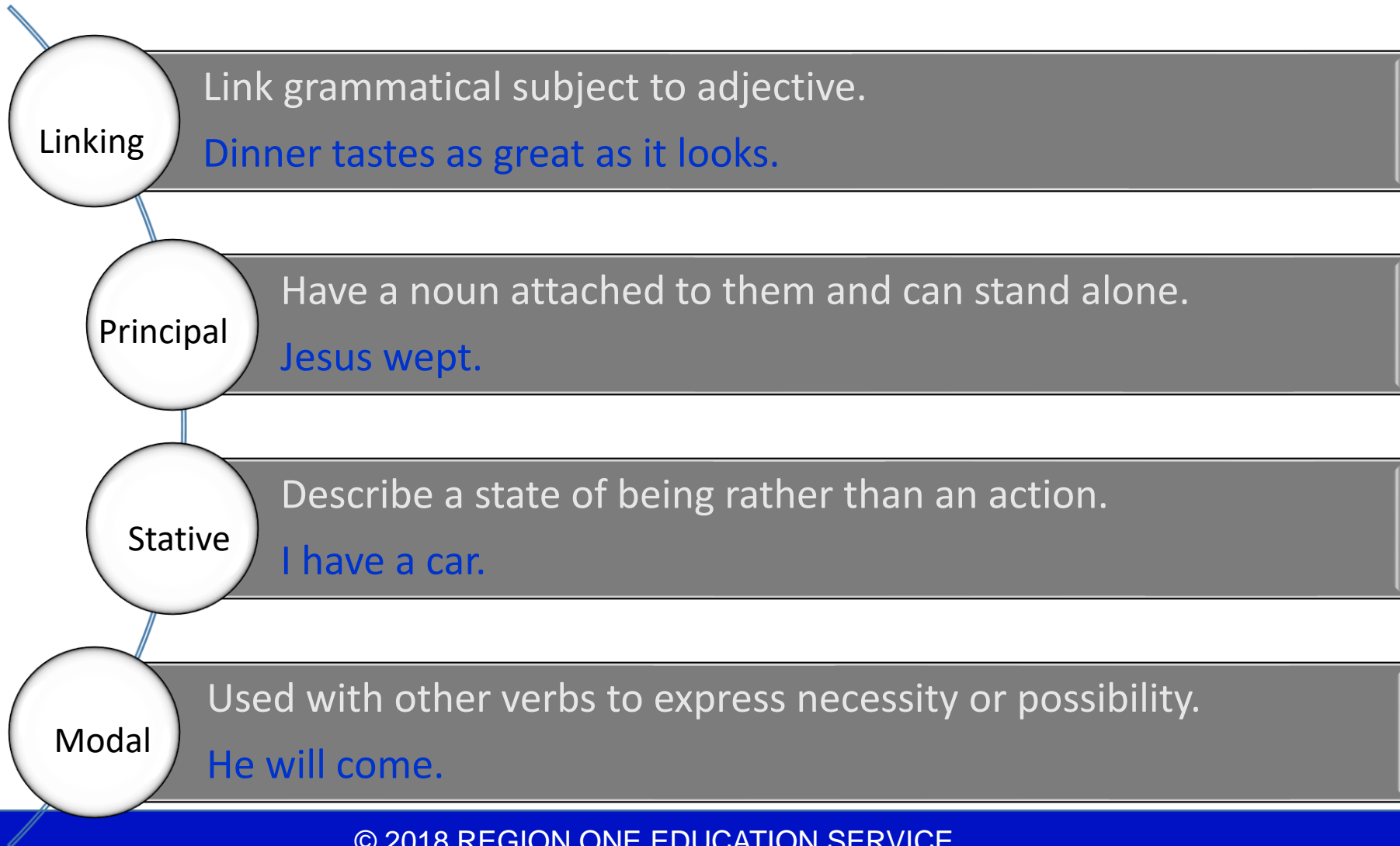
- Nonverbal behaviors
- Cultural references (idioms, expressions)
- Social rules of language

Discourse

- patterns of organization
- cohesive and transitional devices



Structure of English Language - Verbs



Interrelatedness of Listening, Speaking, Reading, and Writing

- 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 alouds, small group
- Pre-reading exercises, including vocabulary development
- “You have to read the world, before you can read the word” -Freire



KAHOOT IT!



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

- A. phonology.
- B. morphology.
- C. semantics.
- D. syntax.



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COMPETENCY 001

22. Which of the following activities should the teacher implement to best help students address the L1 interference?
- A. Practicing minimal pairs
 - B. Identifying phonemic distinctions
 - C. Cutting sentences apart
 - D. 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."

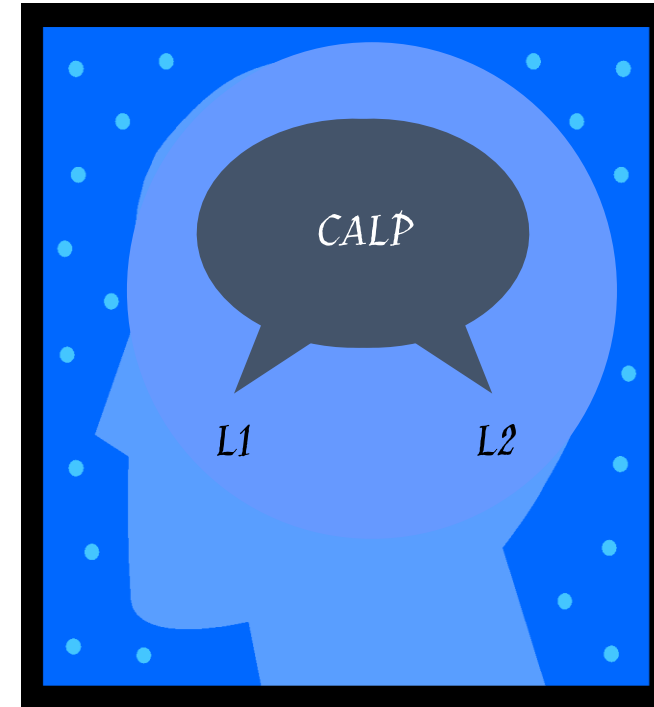
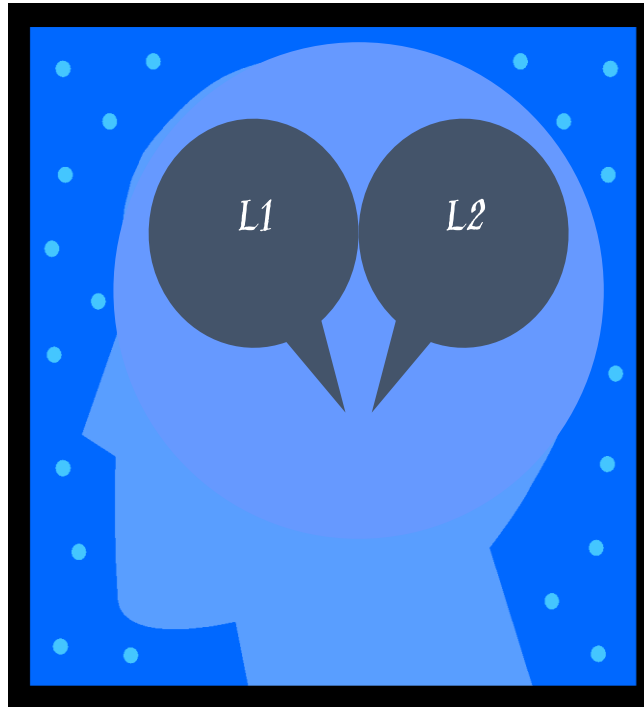
The feedback is primarily in response to the students' difficulty in using which of the following?

- A. Principal verbs
- B. Linking verbs
- C. Stative verbs
- D. Modal verbs



Social Language vs. Academic Language

- Separate Underlying Proficiency (SUP)
- Common Underlying Proficiency (CUP)
 - Cognitive Academic Language Proficiency



J. Cummins, 1981

The Iceberg Theory

J. Cummins, 1981

BICS

Basic Interpersonal
Communication Skills

1-3 years

CALP

Cognitive Academic Language Proficiency

5-7 years

Double Iceberg Theory

J. Cummins, 1981

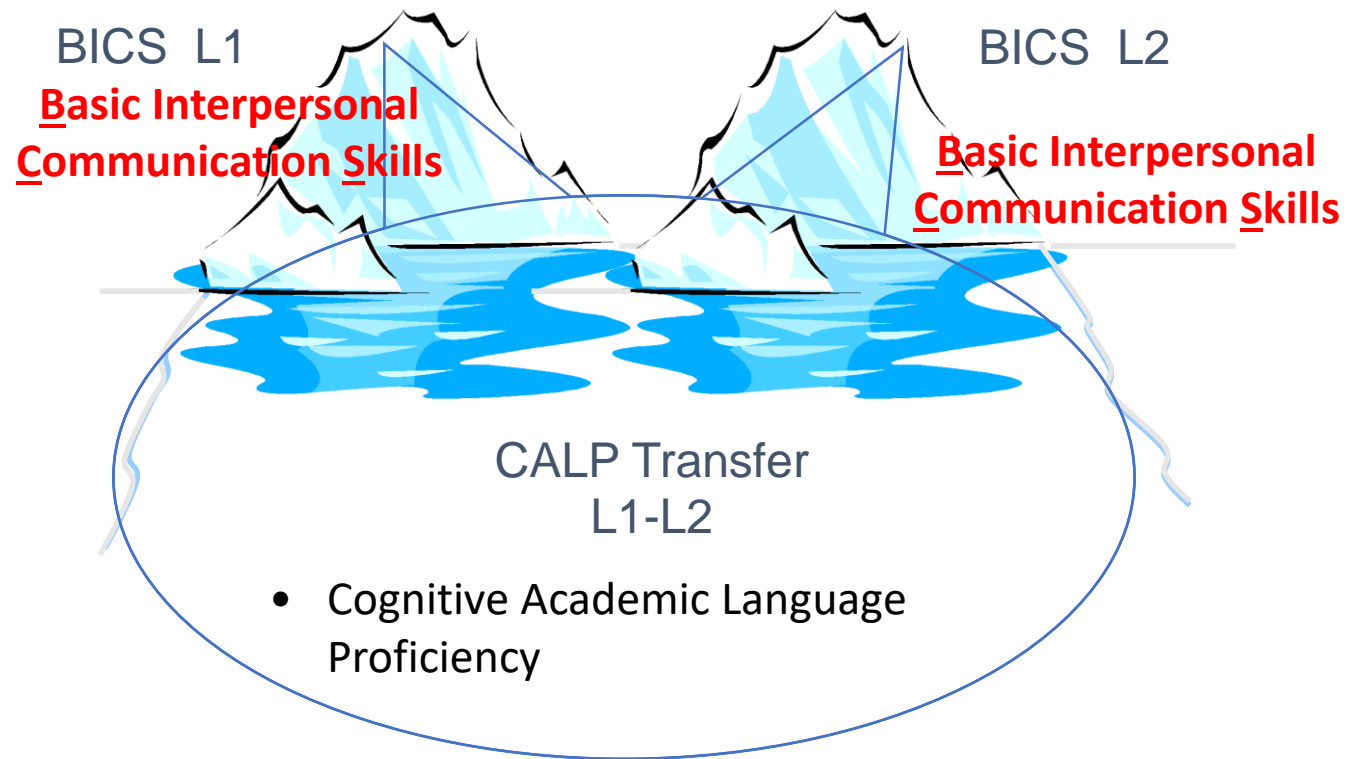
BICS L1
1-3 years

BICS L2
1-3 years

CALP L1+L2
5-7 years

In other words...

- Cognitive Academic Language Proficiency



J. Cummins, 1981

Cummins' Quadrants: The Dimensions of Language

Cognitively Undemanding Language

BICS Basic Interpersonal Communication Skills

Social conversation
(with gestures)
Storytelling with props

Social phone call
Note left on the refrigerator

Math lesson (with manipulatives)
Geography lesson with maps

Social studies lecture
Multiple choice test

CALP Cognitive Academic Language Proficiency

Cognitively Demanding Language

Context-embedded language

Context-reduced language



Krashen

Input Hypothesis

- Krashen hypothesized on the primary importance on the comprehensible input (CI) that language learners are exposed to.
- Understanding spoken and written language input is seen as the only mechanism that results in the increase of underlying linguistic competence.
- Learning is seen to be heavily dependent on the mood of the learner, with learning being impaired if the learner is under stress or does not want to learn the language, known as the affective filter.



Cognitivist Theory

Piaget

- › Piaget often spoke about the **relationship between cognitive development and language skills.**
- Piaget defined schemas as the basic building blocks of cognitive models to enable us to form a mental representation of the world. The student must be exposed primarily to input that can be handled without difficulty. The input must be at the student's actual level of development.

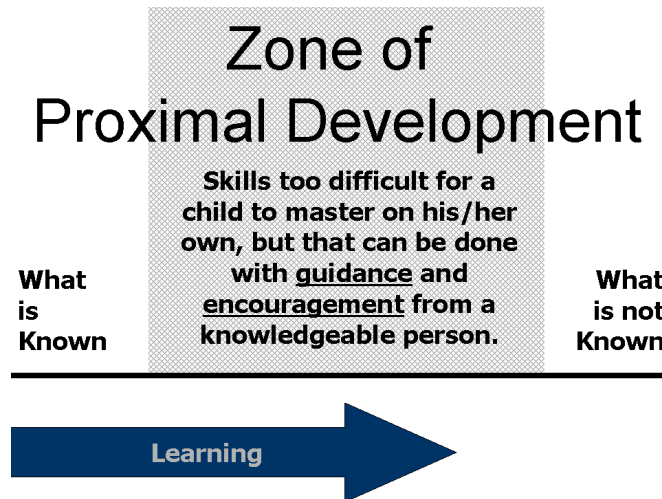


Source: Thompson, S. (2015). Jean Piaget's theory on child language development. Retrieved from <http://everydaylife.globalpost.com/jean-piagets-theorychild-language-development-9170.html>

Social Interactionist Theory

Lev Vygotsky's

- › Explains language development emphasizing:
 - The role of **social interactions** in the construction of knowledge.
 - He developed the concept Zone of Proximal Development to define the difference between what a learner can **do** without help and what he or she can **do** with help.



Nativist Theory

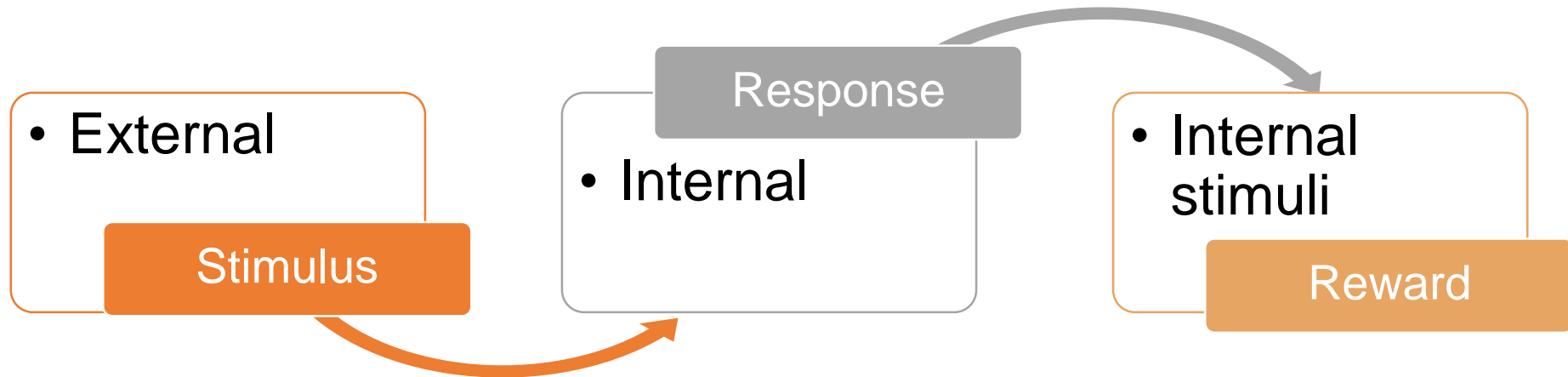
Noam Chomsky

- 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.
- Developed the theory of **Universal Grammar**, which states that there are basic principles that are shared by all languages.



Skinner's Behaviorist Theory

- › It suggests that language is acquired through **external stimuli** (conditioning, association, imitation, and reinforcement), eliciting an internal response, that leads to external responses.



- › Learning a **second language depends on reinforcement** based on imitation of input from the environment that forms habits by repetition.

Language Acquisition Theories

Group Activity

Theorists	Theory
Jim Cummins	Iceberg theory/CUP and SUP
Stephen Krashen	Comprehensible Input, Affective Filter
Piaget	Schema, Assimilation, Accommodation
Lev Vygotsky	Zone of Proximal Development
Noam Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward



Conga Line!!



How do the theories apply to the following illustration?



How do the theories apply to the following illustration?



How do the theories apply to the following illustration?



How do the theories apply to the following illustration?



Cognitive Processes

- **Memorization:** Vocabulary and structural patterns have to be acquired by memory (3x more than a native speaker).
- **Categorization:** Students must develop an organizational pattern for the new language (use of cognates).
- **Generalization:** Students have to be able to apply a concept to a new language context (if car/cars, then dog/dogs).
- **Metacognition:** Students think about their own thinking and learning activities.



What concepts did you learn in Domain I?



- In teams, you will take turns in writing on one sheet of paper.

KAHOOT IT!



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



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



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



ESL Methods and Techniques

- **Audiolingual approach:** Few minutes of repetition and practice to introduce language
- **Total Physical Response (TPR):** Approach for beginners using physical movement
- **Total Response Signal:** tool to determine student understanding.
- **Natural Approach to ESL:** Real-life communication (music, drama, visuals, realia)
- **Sheltered Instruction**

Vocabulary development prior to instruction

Visuals, posters, films, maps, videos, background knowledge

Cooperative learning

Study skills: Organizers, SQ3R, Thinking Maps



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

Pair reading, graphic organizers to facilitate understanding of structure of text and grammar,



What are ELPS?

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

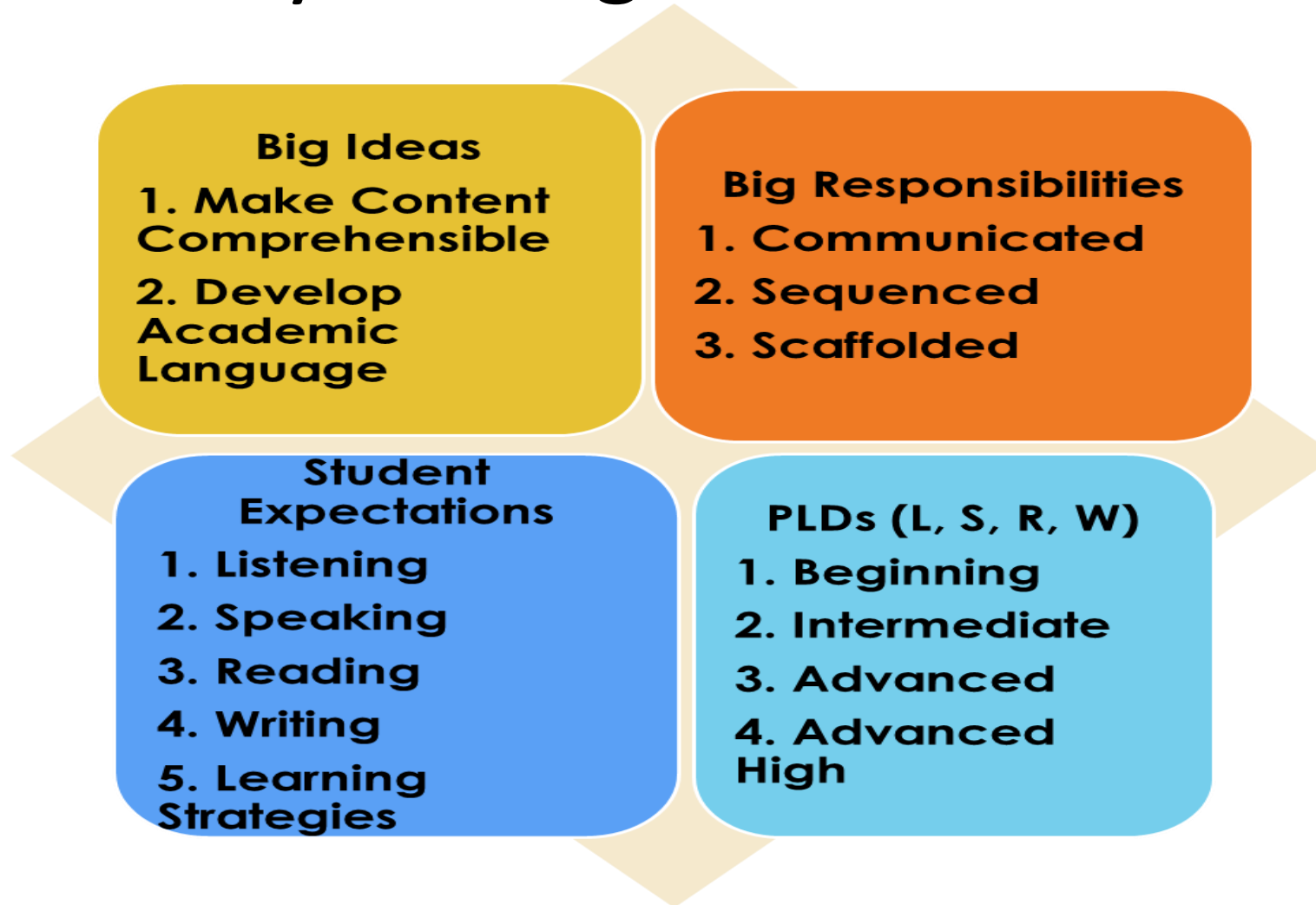
19 Texas Administrative Code

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

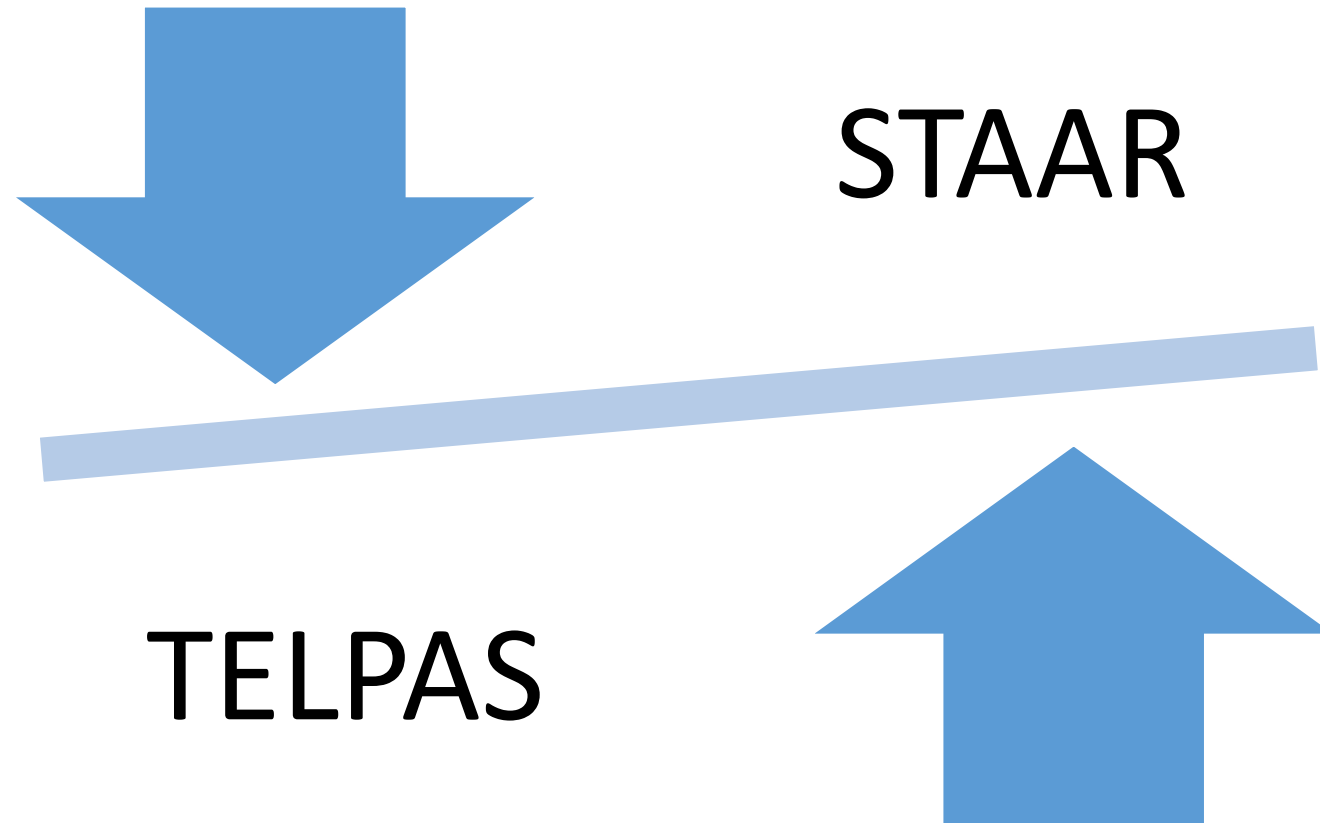
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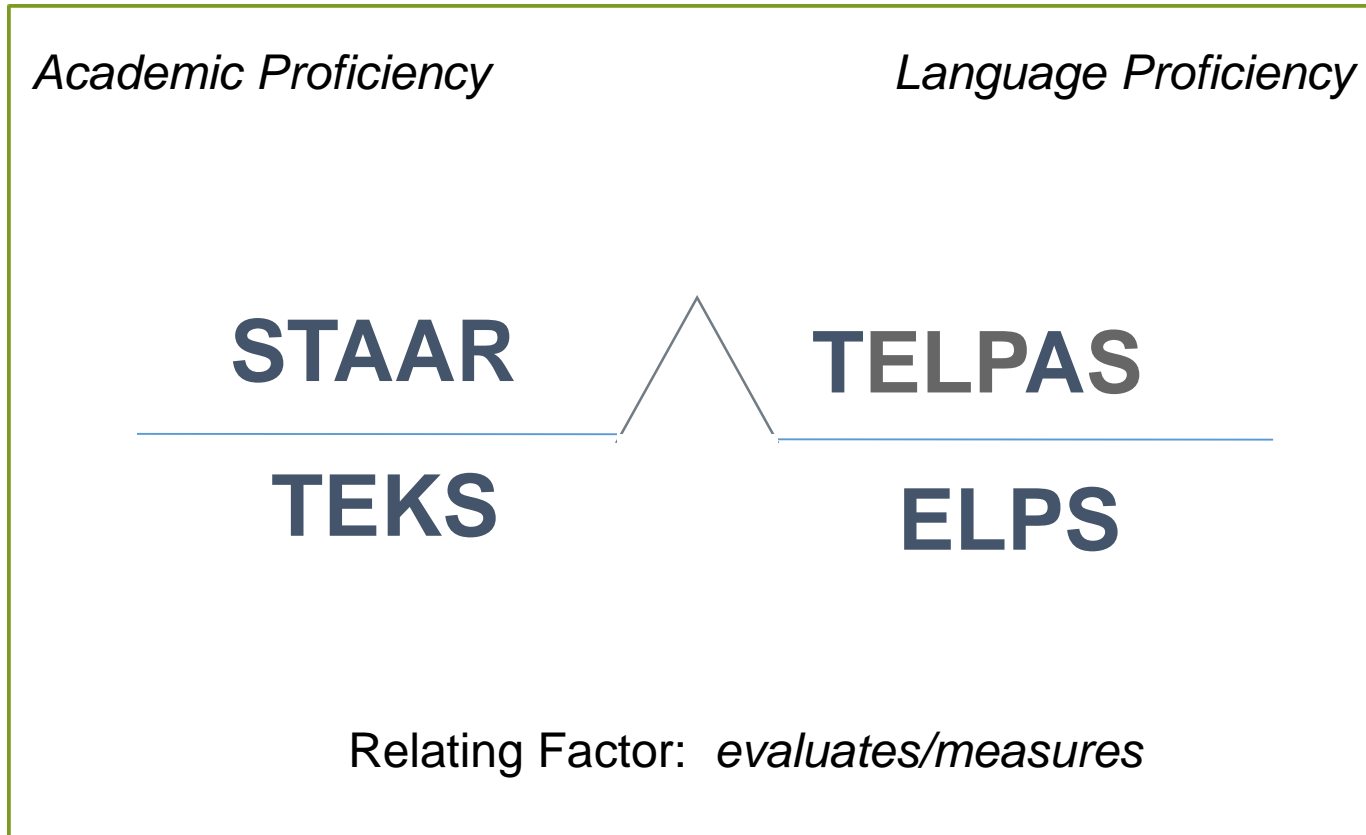
ELPS: How they are organized.....



Developing Visual Literacy



TEKS vs. ELPS *continued....*



ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
<p>These students:</p> <ul style="list-style-type: none"> have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> ability to label, list, and copy high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate present tense used primarily frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs 	<p>These students:</p> <ul style="list-style-type: none"> have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English high-frequency vocabulary; academic writing often has an oral tone loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning repetition of ideas due to lack of vocabulary and language structures present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas primary language features and errors associated with second language acquisition may be frequent some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs 	<p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns emerging grade-appropriate vocabulary; academic writing has a more academic tone use of a variety of common cohesive devices, although some redundancy may occur narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required occasional second language acquisition errors communications are usually understood by individuals not accustomed to the writing of ELLs 	<p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary occasional difficulty with naturalness of phrasing and expression errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

TEA 31



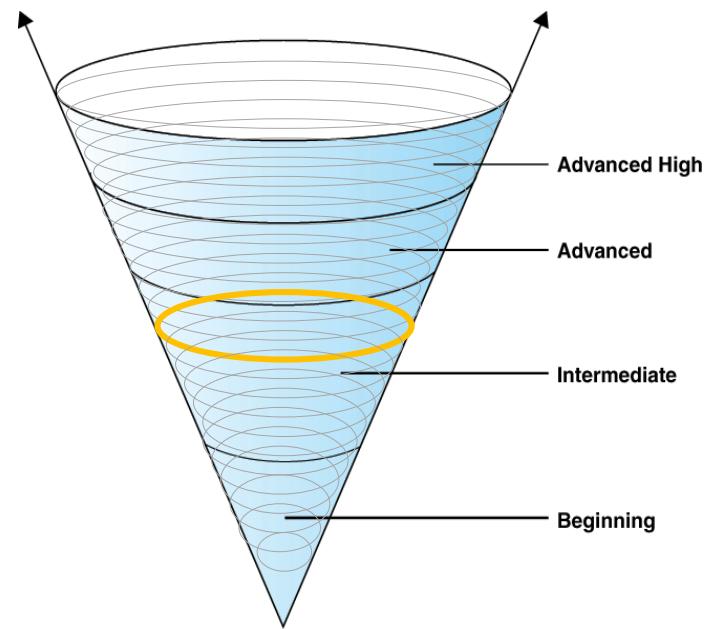
**ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Reading**

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.
<p>These students:</p> <ul style="list-style-type: none"> • read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes <ul style="list-style-type: none"> - environmental print - some very high-frequency words - concrete words that can be represented by pictures • read slowly, word by word • have a very limited sense of English language structures • comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text • are highly dependent on visuals and prior knowledge to derive meaning from text in English • are able to apply reading comprehension skills in English only when reading texts written for this level 	<p>These students:</p> <ul style="list-style-type: none"> • read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes <ul style="list-style-type: none"> - everyday oral language - literal meanings of common words - routine academic language and terms - commonly used abstract language such as terms used to describe basic feelings • often read slowly and in short phrases; may re-read to clarify meaning • have a growing understanding of basic, routinely used English language structures • understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension • struggle to independently read and understand grade-level texts • are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level 	<p>These students:</p> <ul style="list-style-type: none"> • read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: <ul style="list-style-type: none"> - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words - demonstrate an emerging ability to understand words and phrases beyond their literal meaning - understand multiple meanings of commonly used words • read longer phrases and simple sentences from familiar text with appropriate rate and speed • are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics 	<p>These students:</p> <ul style="list-style-type: none"> • read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used • generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression • are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

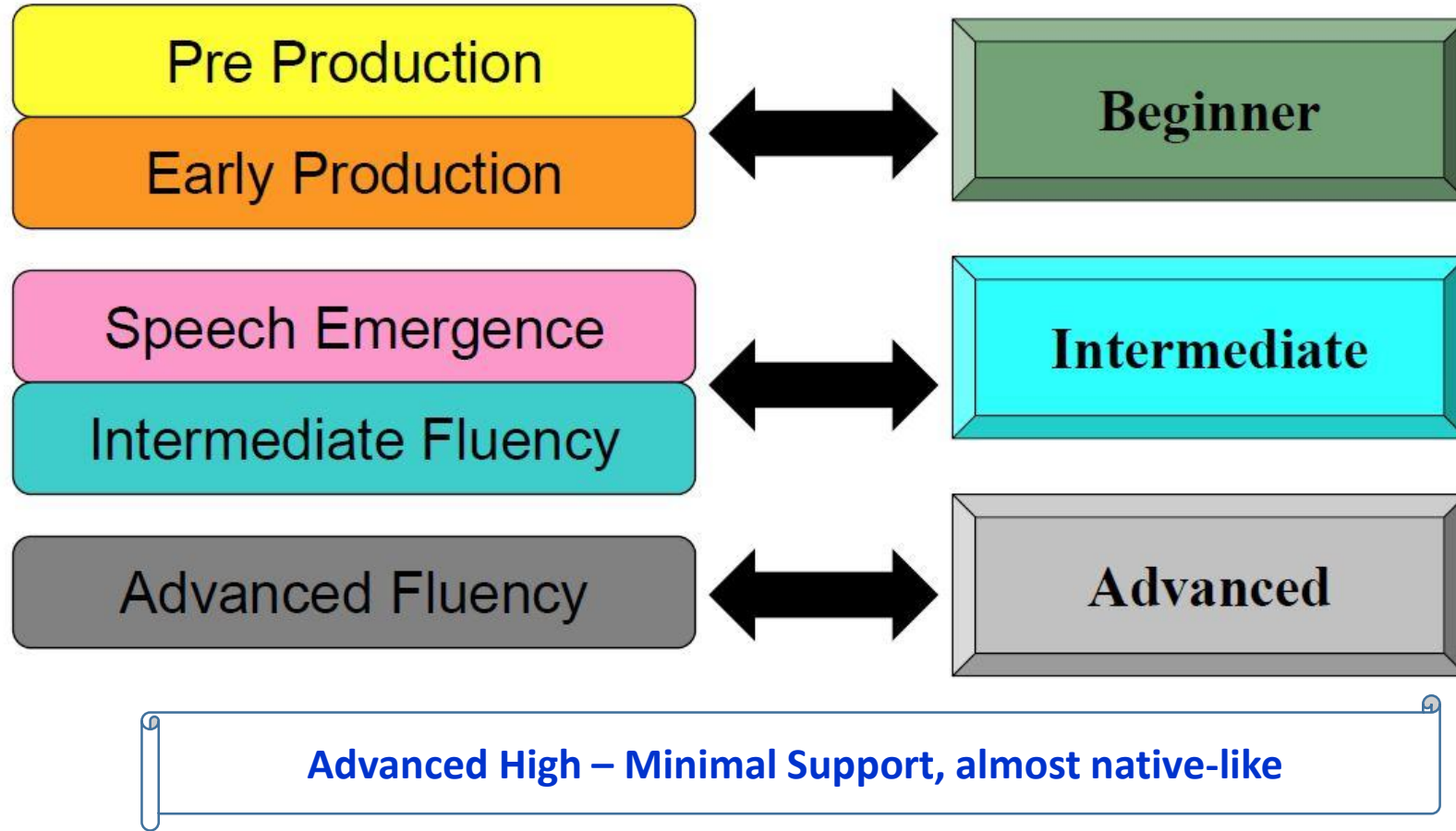


ELPS-TELPAS Proficiency Level Descriptors

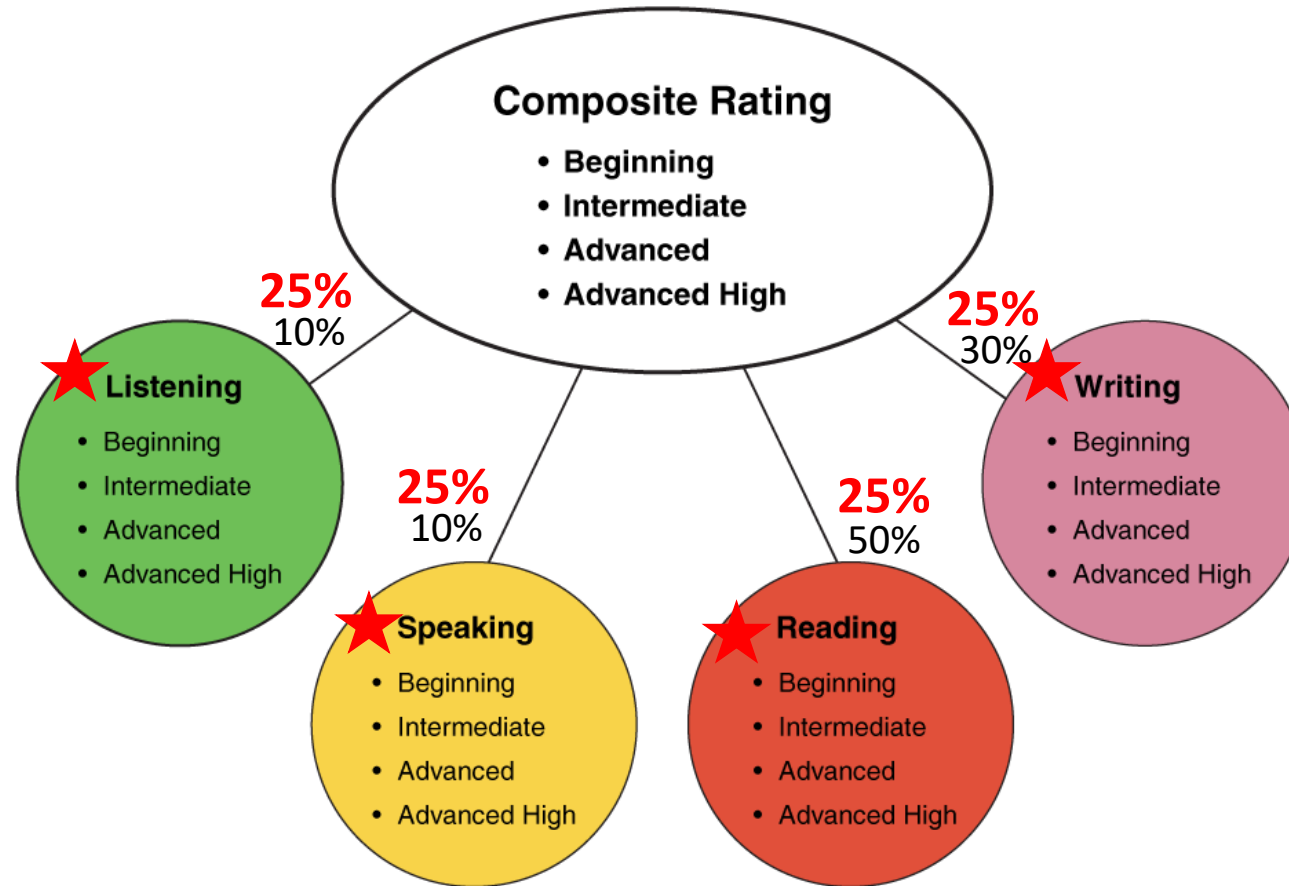
- The PLD's describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction.



Stages of Second Language Acquisition and Texas Proficiency Level Descriptors (PLDs)



TELPAS



Compare and contrast

[illegible][illegible]

Silent birthday lineup



ESL Teaching Methods

**Sheltered
Instruction**

**Language
through Content**

**Cooperative
groups**

Visuals

Scaffolding

**TPR (total
physical
response)**

**TRS
(total response
signals)**

**Language
Experience
Approach (LEA)**



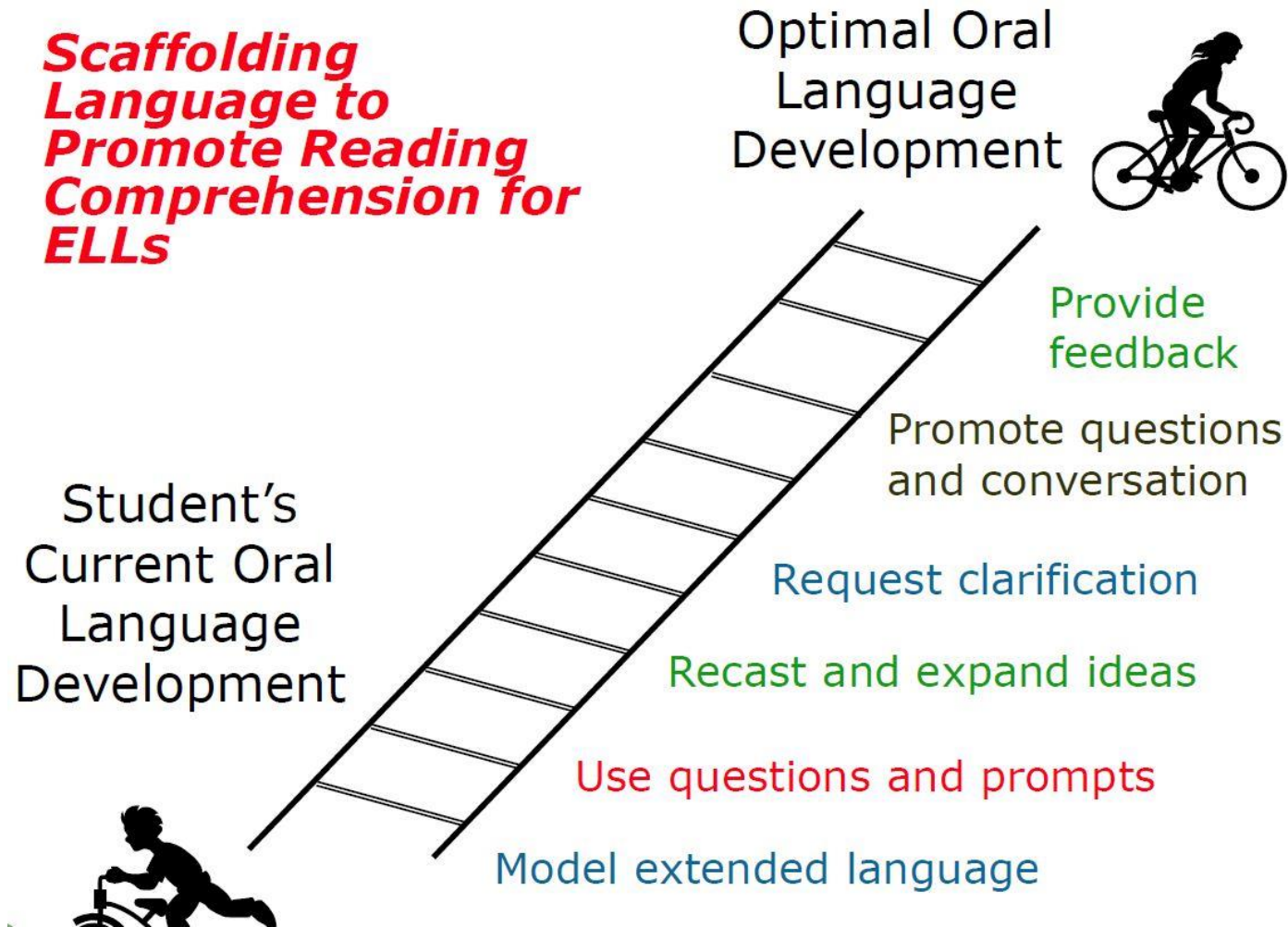
Learning Styles and Strategies

- **Active learners:** Understand information best by doing something active with it.
- **Reflective learners:** Think about it quietly first.
- **Sensing learners:** Like learning facts.
- **Intuitive learners:** Like discovering possibilities/relationships.
- **Visual learners:** Remember best when they see pictures, diagrams, flow charts, time lines, etc.
- **Verbal learners:** Get more out of words, written and spoken explanations.
- **Sequential learners:** Gain understanding in linear steps.
- **Global learners:** Learn in large jumps, absorbing material without seeing connections, and then suddenly “getting it”.



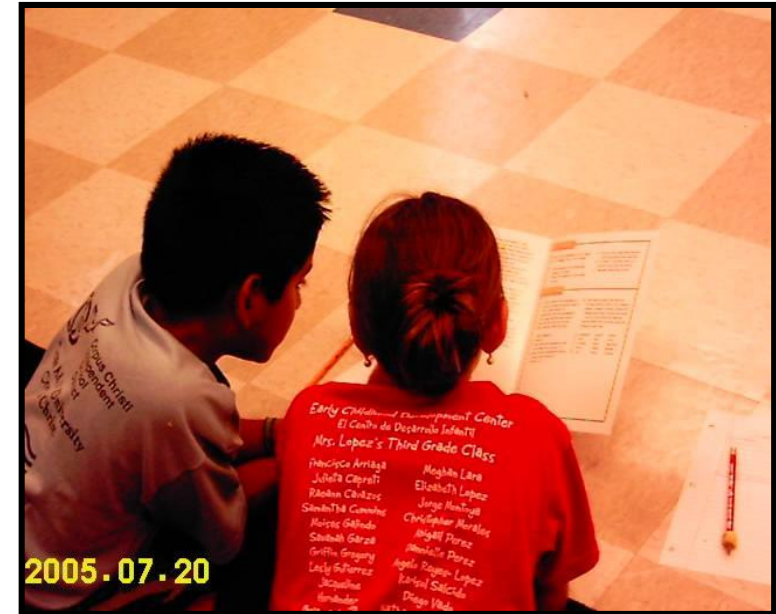
Scaffolding Language

***Scaffolding
Language to
Promote Reading
Comprehension for
ELLs***



Paired Reading

- › Two read together from the text.
- › Students monitor reading.




Building Words

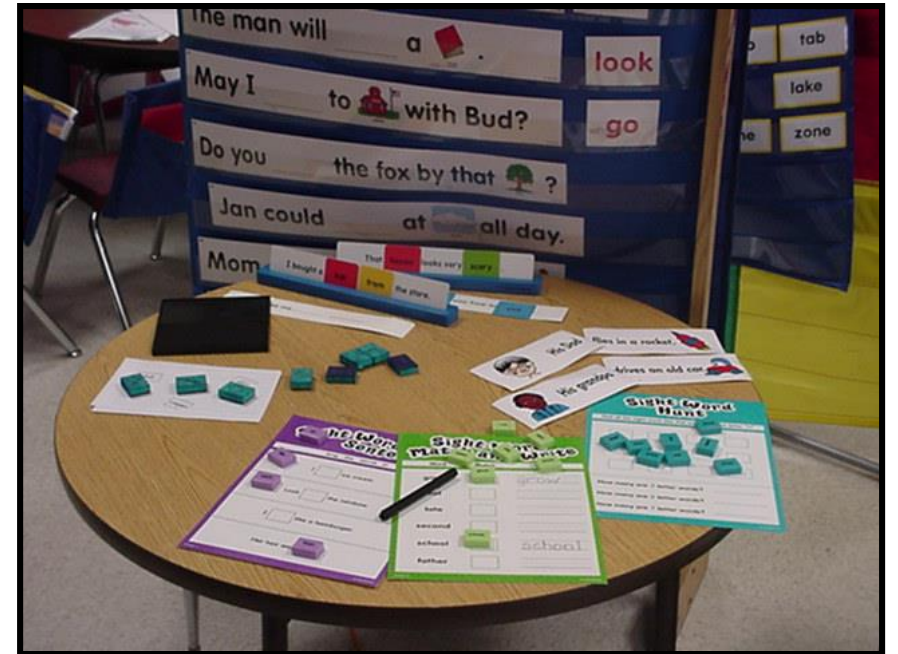
Develop student's phonemic awareness, letter sound associations, common English phonograms, phonetically irregular words, high frequency words:

- › beginning sounds.
- › Ending sounds.
- › Medial vowel sounds.
- › Beginning blends.
- › Vowel diagraphs
 - ex: toad, fleet.



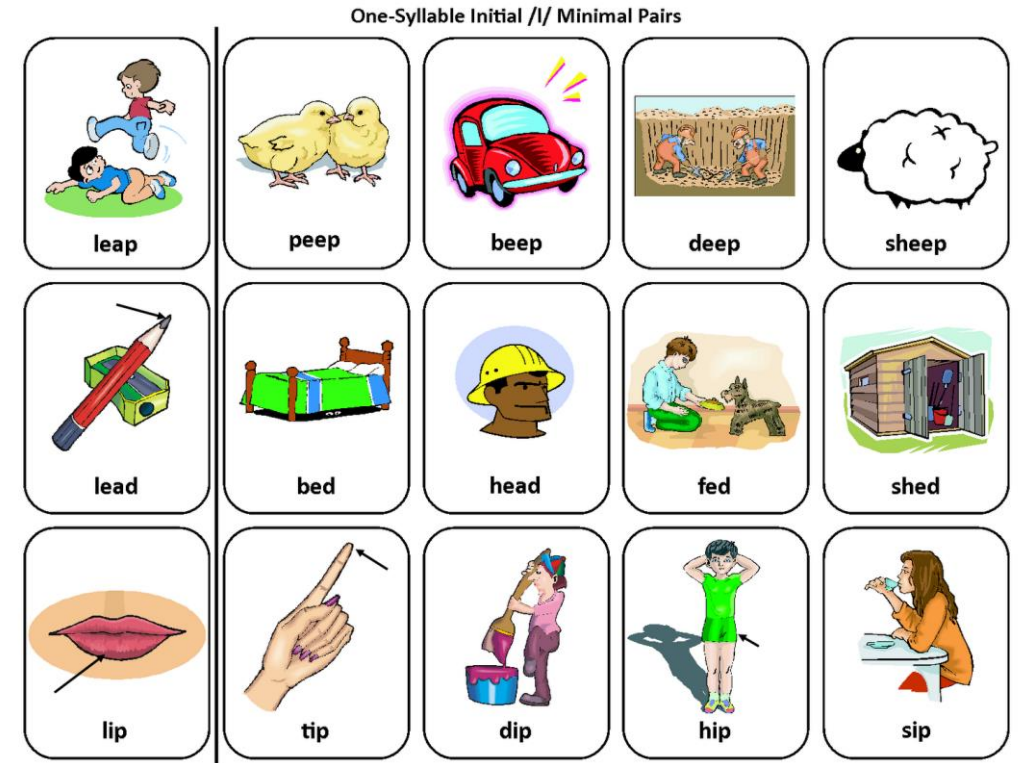
Sight Word Activity

- Use hands on to introduce and or reinforce concepts.
 - Pre-teach vocabulary and teach them to use words in sentences.
 - Incorporate writing.
- 



Minimal Pairs

- Utilize pairs of words to target phonology awareness.



One-Syllable Initial /l/ - Minimal Pairs Page 1

Created by Dala M.A. CCC-SLP ©2012 www.testyvettrying.blogspot.com

Images ©2012 Jupiterimages Corporation

Cognates

Descended from the same language or form

Spanish – English Cognates: Complete the Pattern

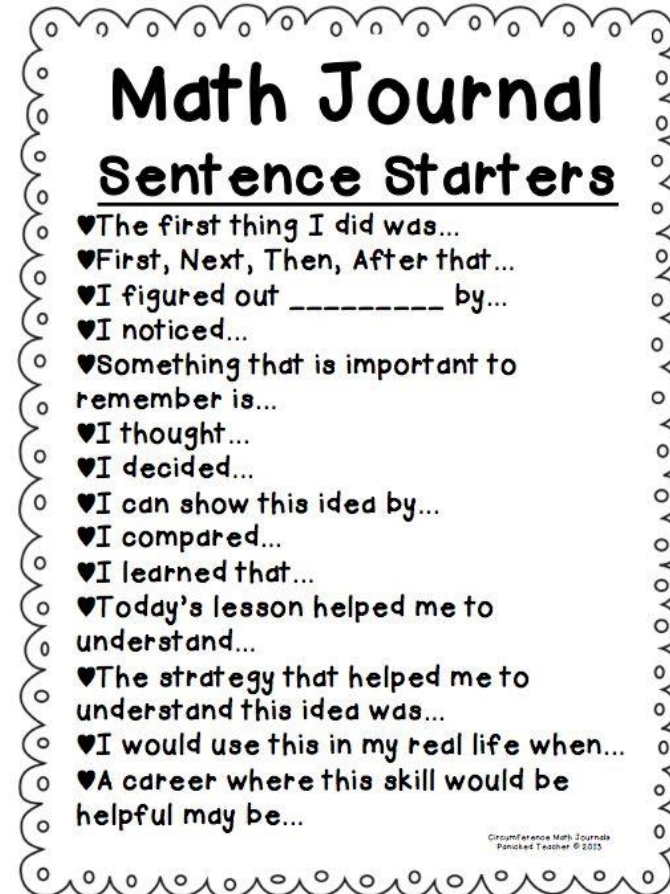
(Note: vb.= verb; adj.= adjective)

SPANISH ADJ.	SPAN. ADVERB	ENGLISH ADJ.	ENG. ADVERB
posible	posiblemente	possible	possibly
probable	?	probable	?
inmediato	?	?	immediately
evidente	evidentemente	evident	?
SPAN. VB. & ADJ.	SPAN. NOUN	ENG. VB. & ADJ	ENG. NOUN
educar/educado	educación	educate/educated	education
preparar/?	?	prepare/?	preparation
organizar/?	organización	*/organized	?
evaluar/?	evaluación	evaluate/?	evaluation
ilustrar/ilustrado	?	*/illustrated	illustration
coordinar/?	coordinación	coordinate/?	coordination
manipular/?	manipulación	manipulate/?	?



Sentence Starter

Providing a structure to support language development in writing.

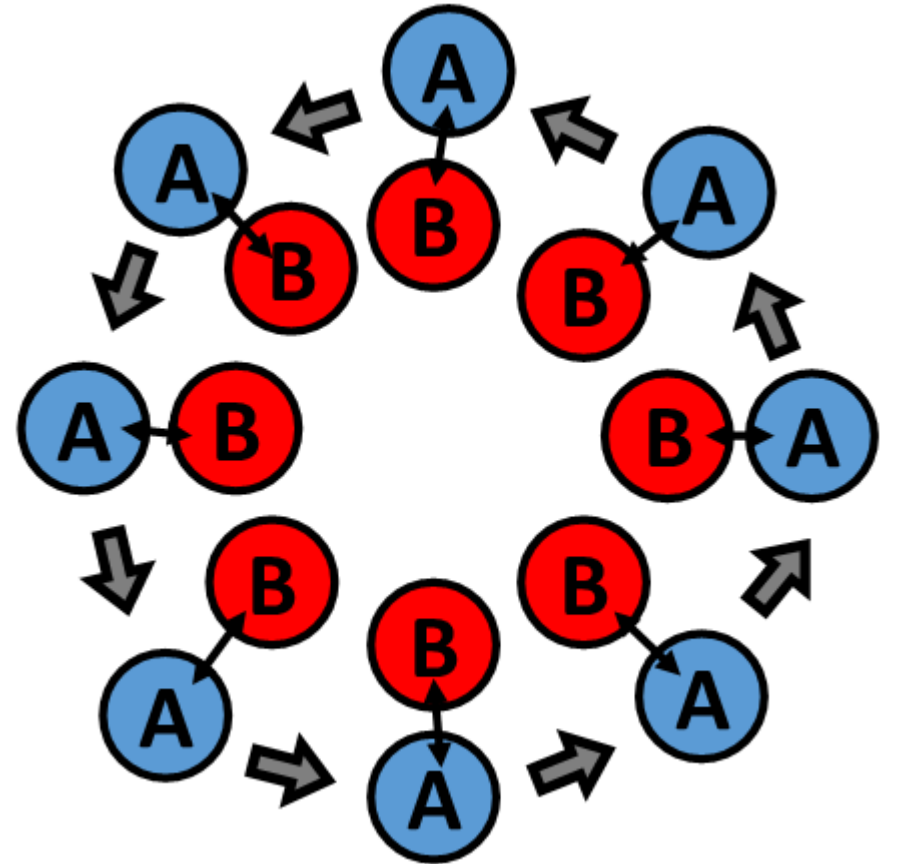


Jigsaw

A puzzle consisting of a picture printed on cardboard or wood and cut into various pieces of different shapes that have to be fitted together.



Inside Outside Circle



Rhyming Word Activity

1. Use word families.
2. Hands on games.
3. Using words in context.
4. Write words with a rhyming pattern.



Word Wall

- › Opportunities to use in writing.
- › Chants for interactive learning.
- › Instant recognition in context.



Reader's Theater

- It is a transferable skill that helps students acquire fluency.
- Select script or create one.
- Assign parts of the texts to each group.
- Highlight the part of each student .
- Provide lots of practice time for groups.
- Encourage students to read fluently and expressively with good phrasing.
- Help students define and pronounce any words.
- Perform.



Read Aloud

- › Select a fiction or nonfiction text that relates to a to content specific concept.
- › Through read-alouds students will learn vocabulary ten times faster than those receiving intensive word-list instruction.



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.

What I Know	What I Want To Know	What I Learned
------------------------	--------------------------------	---------------------------

p.9



Why Were these Good Strategies for ELL's?

- › *Linguistic Support*
- › *Content comprehensible*
- › *Activate and validate students' backgrounds*
- › *Involve context embedded learning of new concepts*
- › *Academic conversations*
- › *Allow meaning to be explored and negotiated*
- › *Can be done orally and with pictures*

Adapted from: Building Connections in the Content Areas through Sheltered Instruction



Sheltered Instruction

- A means for **making grade-level academic content** (e.g. science, social studies, math) **more accessible** for English language learners **while** at the same time **promoting their English language development.**



Sheltered Instruction

**Student
Friendly
What and How**

**Academic
Language
Opportunities**

**Background
Knowledge**

**Checking for
Understanding**

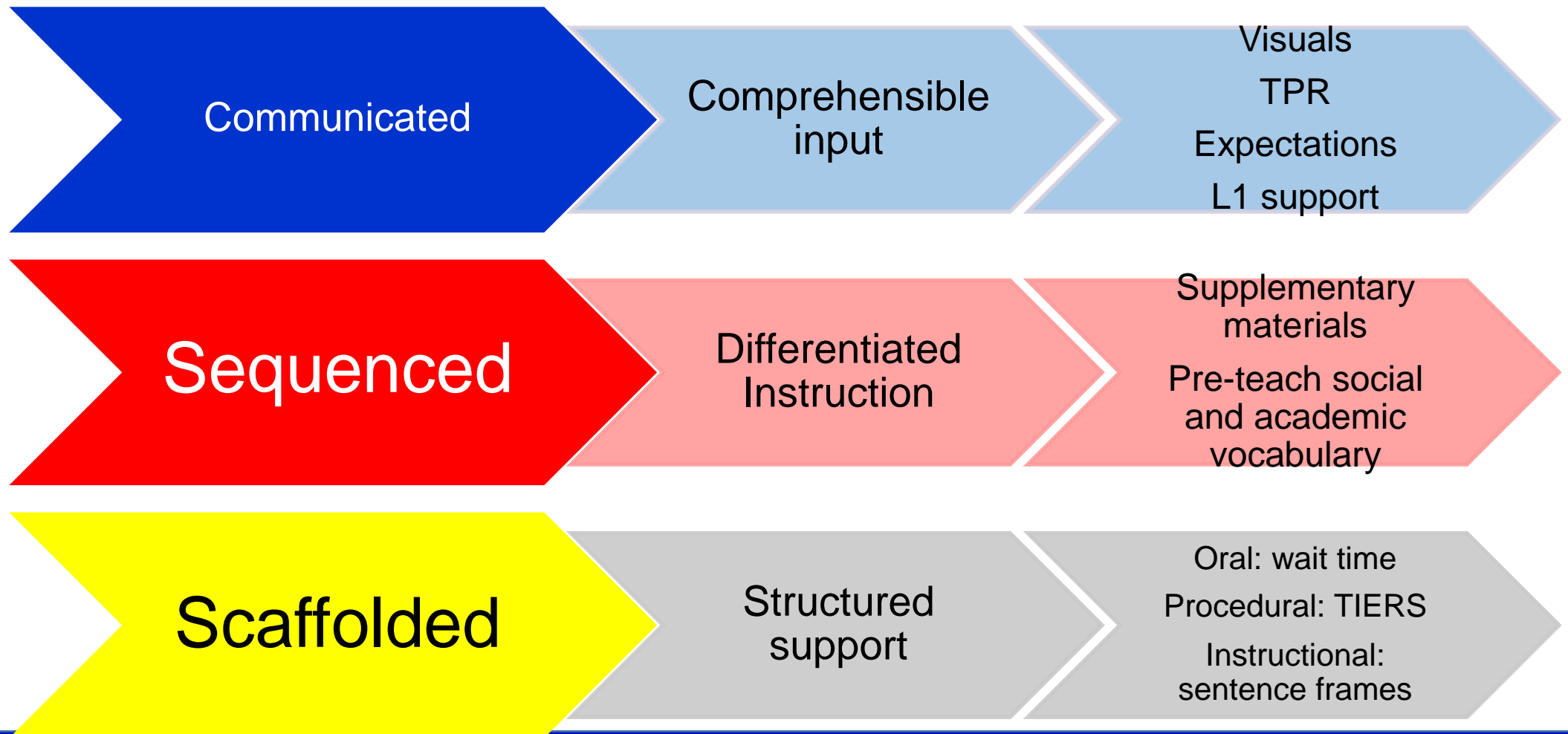
**Meaningful
Activities**

**Comprehensible
Input**

Scaffolding



Sheltered Instruction



Norm Referenced Assessments

- › **Norm-referenced Test** - standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests 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.

**§89.1225. Testing and
Classification of Students.**



Criterion vs. 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.

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



Summative vs Formative Assessments

Summative

- STAAR
- TExES
- ITBS
- TELPAS
- LAS Links

TEA List of
Approved Tests
(2017-2018)

Formative

- Checking for understanding
- Quick writes
- Verbal questioning
- Learning games
- Cooperative learning activities



Authentic Assessments

- Developed within the context of the classroom
- Provides direct measure of student's ability
- Shows how student learns, the strategies used
- Reveals higher-order thinking skills: synthesis, inference, etc.
- Informal – ongoing, performance and content based
- Authentic – contextualized or “real world” tasks



- Oral interview – teacher asks student questions and makes note of responses
- Story or text retelling
- Writing samples
- Projects/Demonstration – individual or group
- Constructed response items – written response to open-ended questions
- Teacher observation of student attention, response to instructional activity, interaction with other students
- Portfolios – collection of student work to show progress over time



3, 2, 1

Three new facts I learned...		
1.	2.	3.
Two ah-ha's that popped into my mind		
1.	2.	
One big question that I still have:		
1.		



KAHOOT IT!



4. Hanh, a Vietnamese student, has been in the United States for eighteen 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 oral discussions and presentations
 - B. Incorporating daily lessons on social interactions that include role-playing
 - C. Providing Hanh with a list of common phrases in English for her to memorize and practice
 - D. Providing individual social lessons for Hanh to practice speaking until she is comfortable



6. Which of the following is the best strategy to help ELLs when having phonetic struggles?
- A. Presenting small group lessons on digraphs, consonant blends, and vowel sounds
 - B. Focusing on context clues and word structure analysis during read-alouds
 - C. Integrating activities with high-frequency words into learning centers
 - D. Modeling think-aloud strategies during guided reading



11. A fifth-grade teacher is using the Sheltered Instruction Observation Protocol (SIOP) Model in a science class with both ELLs and native English speakers. Which THREE of the following practices should the teacher incorporate to be consistent with the SIOP Model for instruction?

- A. Using explicit instruction in vocabulary
- B. Requiring that most classwork be done independently
- C. Providing clarification in the first language
- D. Intertwining content and language goals in lessons



27. An ELL at the beginning level of English-language proficiency has just joined a first-grade class. The teacher has started a unit on the life cycle of a butterfly and shows the class an educational video about the butterfly life cycle. Based on the English Language Proficiency Standards (ELPS), which of the following activities is most appropriate for the teacher to ask the ELL to perform after watching the video?
- A. Writing original, simple sentences describing the butterfly life cycle
 - B. Copying the definitions of the four parts of the butterfly life cycle into a journal
 - C. Placing sentence strips in the correct order to explain the butterfly life cycle
 - D. Completing a picture jigsaw puzzle that depicts the butterfly life cycle



29. An elementary ESL teacher uses conferencing as an informal assessment of students' writing. During a meeting with an intermediate ELL about a personal narrative piece, the teacher notices that the ELL's writing is unorganized. Which of the following is the most appropriate next step for the teacher to take?
- A. Asking the student to rewrite the story using a computer
 - B. Having the ELL verbally tell the story while using a graphic organizer to sequence it
 - C. Conducting a mini-lesson on how to write a topic sentence and a conclusion
 - D. Suggesting that the ELL use a thesaurus to use varied vocabulary



38. Which of the following activities will best help develop the oral language proficiency of elementary ESL students?
- A. Providing wordless picture books for the students to narrate
 - B. Having students chant a poem after teacher modeling
 - C. Preparing a listening center for students to listen to audio books
 - D. Encouraging students to record themselves reading a story



8. An ESL teacher finds it difficult to set aside time to observe the specific academic language proficiency of the ELLs in the classroom. Therefore, the teacher makes notes on ELLs' progress as it is observed during the natural course of the school day. The teacher is primarily using
- A. an anecdotal log.
 - B. a formal assessment.
 - C. a performance-based assessment.
 - D. a portfolio.



34. An ESL teacher observes ELLs struggling to comprehend reading passages. Which of the following strategies will best help the ELLs increase their comprehension of a text?

- A. Asking the ELLs to write notes as they read a new passage
- B. Building ELLs' background knowledge before presenting a new passage
- C. Assigning ELLs reading passages for homework as additional practice
- D. Having the ELLs answer multiple-choice questions after reading a new passage



Domain III: Foundations of ESL Education, Cultural Awareness and Family and Community Involvement



State Policy Guidelines

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



The screenshot shows the Texas Education Agency (TEA) website. The top navigation bar includes links for Popular Applications (Asked, ECOS For Educators, EGRANTS, TEA Secure Applications Information, TEAL Login, TEASE Login, TSDS), a Search bar, and Home, A-Z Index, Sign Up for Updates, and Contact links. Below this is a row of icons for About TEA, Curriculum & Instructional Materials, Finance & Grants, Reports & Data, Student Testing & Accountability, Texas Educators, and Texas Schools. The main content area is titled "Bilingual and English as a Second Language Education Programs" and includes a paragraph about the Bilingual/ESL Unit's role. It also features sections for Announcements (with a link to a 2014-2015 waiver application), Program Statutes (with links to Texas Education Code and Texas Administrative Code), and Documents (with links to a list of approved tests, a proficiency exit criteria chart, and a framework manual). A right sidebar titled "Special Student Populations" lists various programs like Bilingual - ESL Education, Dyslexia, Early Childhood Education, Foster Care and Student Success, Gifted and Talented Education, Title III, Part A English Language Acquisition, and Title I, Part C - Migrant Education. A "Contact Information" section at the bottom right provides contact details for Susie Coultress and Roberto Manzo, including their email addresses and the agency's address in Austin, Texas.

Popular Applications: Asked ECOS For Educators EGRANTS TEA Secure Applications Information TEAL Login TEASE Login TSDS

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Bilingual and English as a Second Language Education Programs

The Bilingual/ESL Unit in the Division of Curriculum provides direction and leadership with the implementation of Bilingual and English as a Second Language (ESL) Programs for English language learners.

Announcements

Information regarding the: [2014-2015 Bilingual Education Exception and/or ESL Waiver Application](#)
Deadline to submit application was November 1, 2014.

Program Statutes

The following statutes relate to Bilingual and English as a Second Language Education Programs:

- Texas Education Code ([TEC §29.051 - 29.064](#)) - Bilingual Education and ESL Programs
- Texas Administrative Code, [Chapter 89, Subchapter DD, Commissioner's Rules Concerning State Plan for Educating English Language Learners](#) (PDF, 202 KB)

Documents

The following resource documents provide guidance related to English language learners:

- [2014-2015 List of Approved Tests for the Assessment of English Language Learners](#)
- [2014-2015 English Proficiency Exit Criteria Chart](#) (PDF, 103KB)
- [Framework Manual for the Language Proficiency Assessment Committee \(LPAC\) Process](#)

Special Student Populations

- Bilingual - ESL Education
- Dyslexia
- Early Childhood Education
- Foster Care and Student Success
- Gifted and Talented Education
- Title III, Part A English Language Acquisition
- Title I, Part C - Migrant Education

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Language Proficiency Assessment Committee (LPAC) Responsibilities

Identification of ELLs

Assessment and Documentation Review

Placement

Recommend Instructional Methodology/Interventions

Determine assessment and linguistic accommodations

Parent Approval

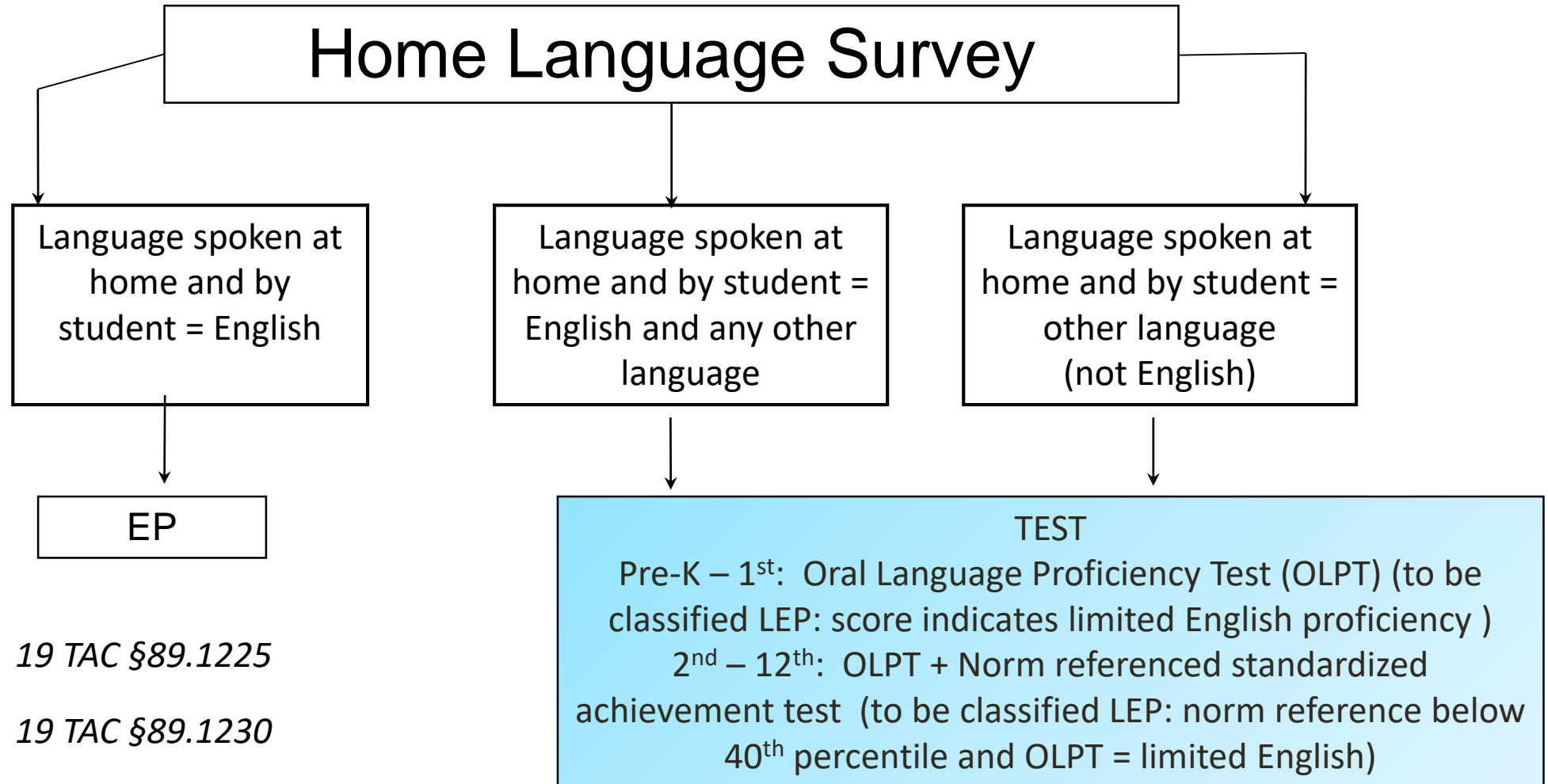
Annual Review of Progress

Exiting/Reclassification

Monitoring M1s & M2s

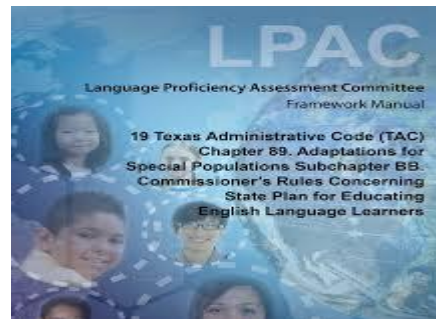


Entry Assessment



§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. This determination shall be based upon all of the following:

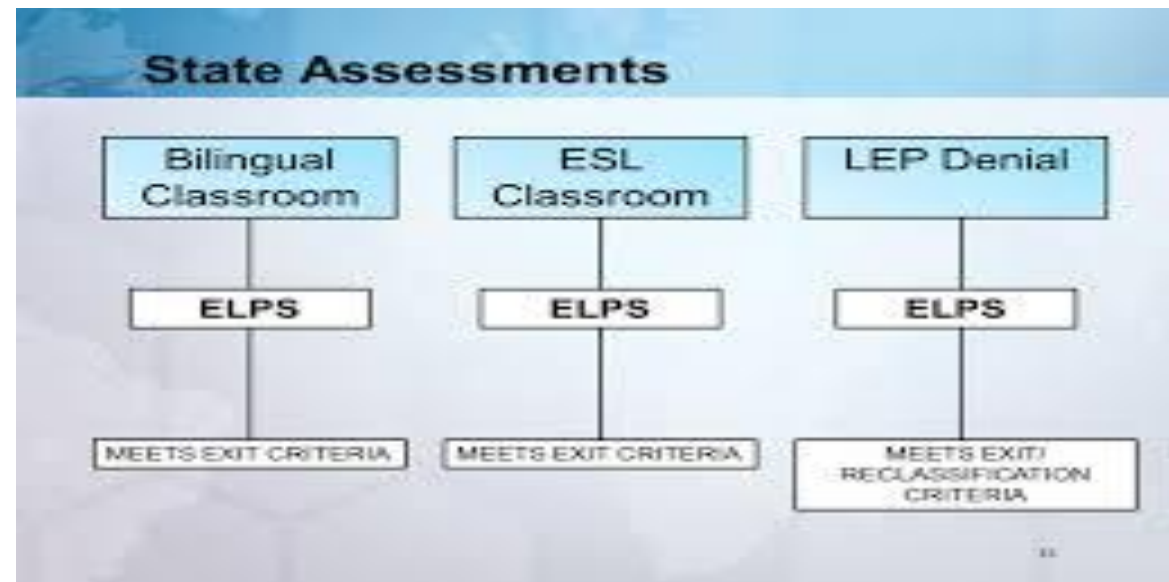


§ 89. LPAC
p.28



§89.1225. Testing and Classification of Students

(Continue (h) (2) - 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 standardized achievement instrument for a student who is enrolled in **Grade 1 or 2**; and



§89.
LPAC p.29



§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.

§89. LPAC p.29



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.

Texas Education Agency (2014)



What's the difference between Bilingual Education & ESL?

- ✓ Content area instruction is provided in both the student's primary language and English.
- ✓ Literacy development in the primary language facilitates the transfer from primary language (L1) to second language (L2).
- ✓ Oral language testing requirements in both the primary language and English must be reviewed for placement.
- ✓ ESL is a component of the bilingual program.



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.**

Chapter 89. LPAC p.20

Texas Education Agency (2014)



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.

Texas Education Agency (2014)

§89. LPAC p.6-8, 22



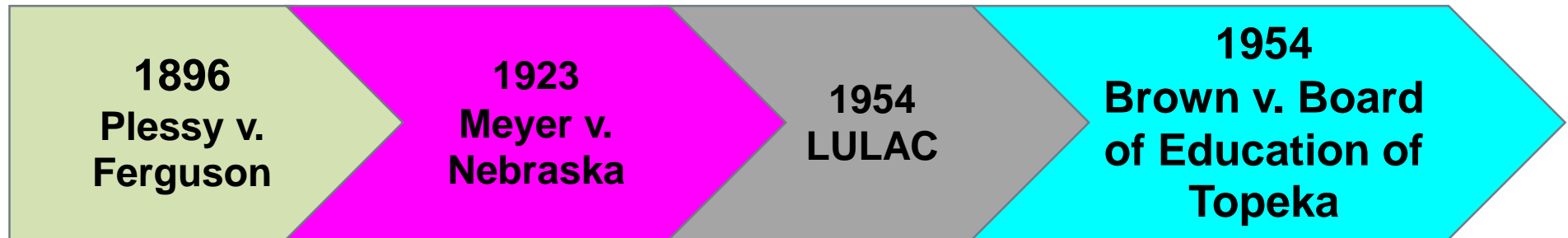
Goal of ESL Programs

Subchapter bb. Chapter 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.



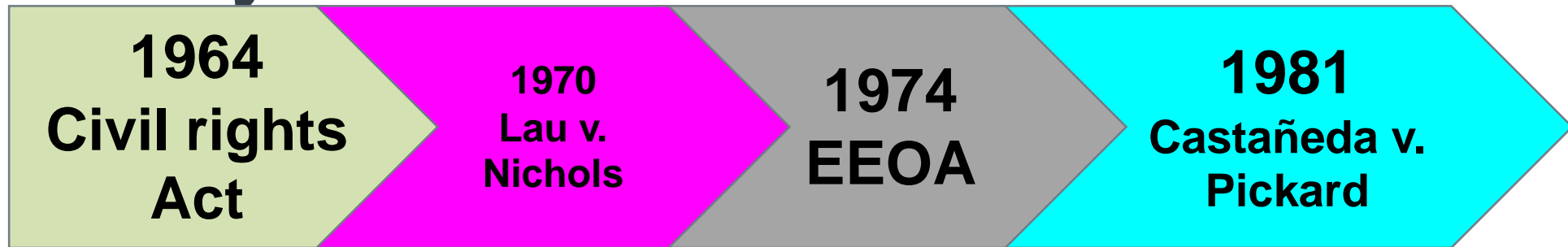
Policy Foundations



Minority students segregated in schools	It became unconstitutional to prohibit teaching a foreign language at school.	A social and political organization	Overruled the “separate but equal” doctrine of Plessy v. Ferguson of 1896
Supreme Court ruled that “separate but equal” public facilities for minorities was constitutional	Supreme Court ruled that teaching in a language other than English was not “injurious to health, morals, or understanding of the ordinary child”	Advocated for the civil and human rights of minorities	



Policy Foundations



Provided equal educational opportunities:

A person shall not be discriminated, on the grounds of race, color, or national origin.

The court decided that the lack of supplemental language instruction in public schools for students with limited English proficiency violated Civil Right Act.

Because of Lau v. Nichols, this federal act was based on the Civil Rights of 1964. It required states and schools to provide equal educational opportunities to minorities.

It set in place a criterion to ensure school districts take appropriate actions to meet the needs of ELL students.





Factors that Impact Second Language Acquisition

Motivation and
attitude

Cultural
background

Peers and role
models

First language
development

Quality of
instruction

Access to the
language

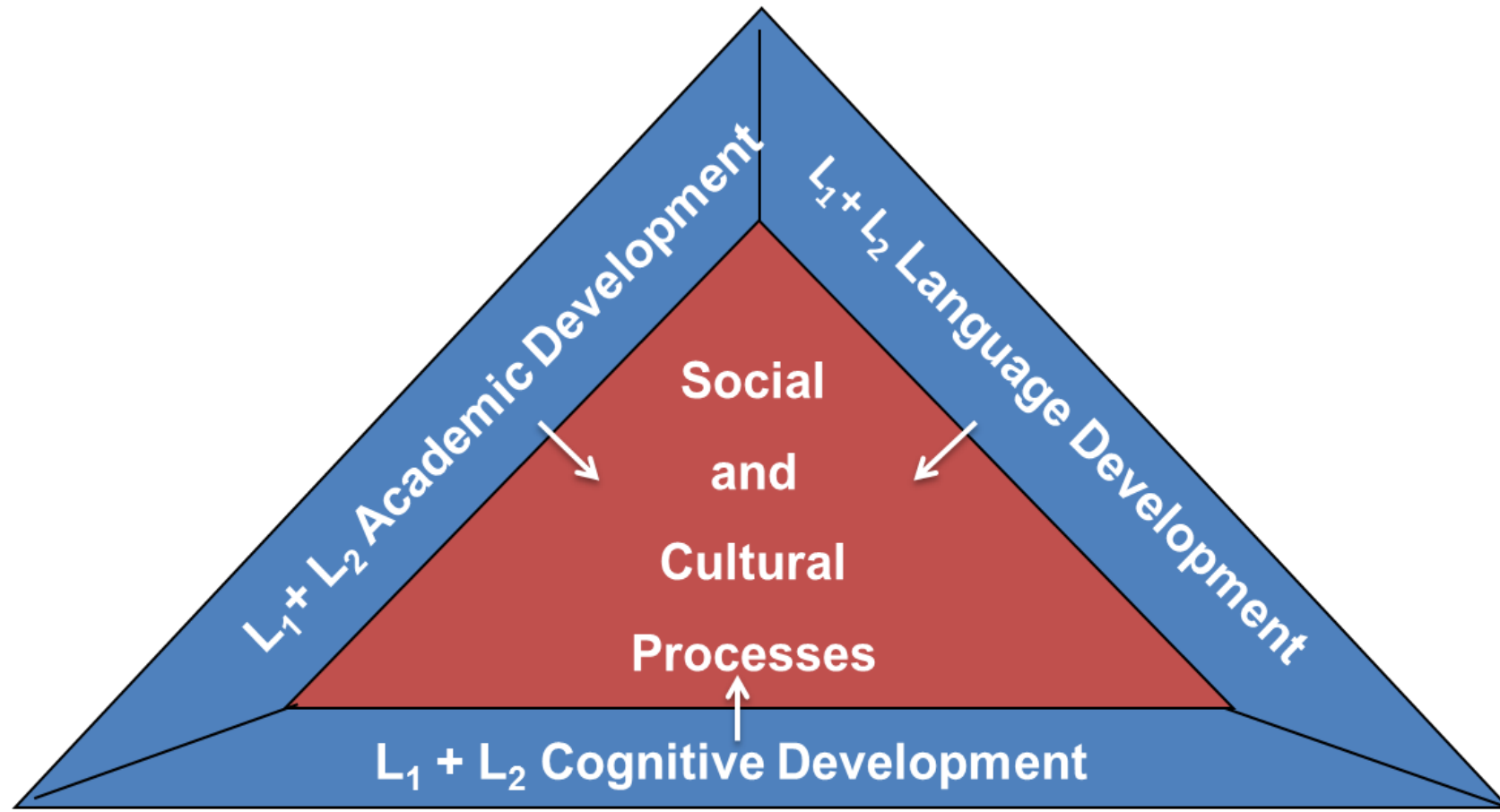
Age

Personality

Language
distance



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
- › Valued native language and culture
- › Advocate for rights
- › Create opportunities for success



Culturally Responsive Teaching



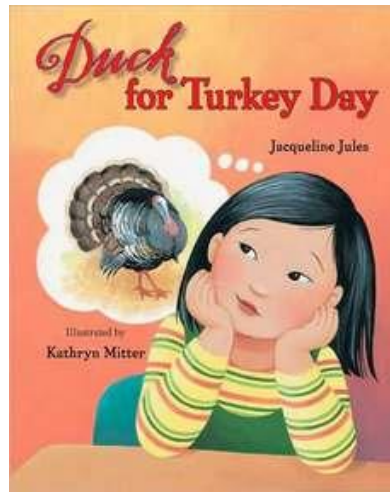
“Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them, it teaches *to and through* **the strengths** of students.”

Gay (2000)



Validating Spanish Speaking ELLs by hooking students with culturally responsive text

- › *Chato's Kitchen*, Gary Soto
- › *Cantora*, Sylvia Lopez-Medina



**Culturally
Irrelevant**



Become Familiar with Student's Culture Access Resources From the Community

- › Authors as guest speakers in the library.
- › Field trips to museums (AirPano, Smithsonian)
- › 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.



Stages of Acculturation (4 stages)

- **Acculturation:** A general term for the process of becoming adjusted to another culture.
- **STAGE 1: Euphoria** – excitement and happiness with new place and new experiences
- **STAGE 2: Culture Shock** – realization of the depth of difference between home culture and the new culture; may cause frustration, anger, depression
- **STAGE 3: Tentative Recovery** – finding ways to cope with the new culture; forming friendships and support systems



- **STAGE 4: Assimilation or Adaptation – a choice**

- **Assimilation**—deciding to become like members of the new culture, to accept their surface and deep culture; giving up the original culture
- **Adaptation**—finding ways to adapt to and become part of the new culture while maintaining important values and customs of the original culture.



Factors Contributing to Cultural Bias

- **Stereotyping:** overgeneralization or oversimplification of beliefs about a particular group based on hearsay or limited personal experience
- **Prejudice:** Unfair and unreasonable opinion formed without adequate knowledge or thought
- **Ethnocentrism:** belief by an individual or group that their beliefs, values, and customs are the only right way. Inability to see value in difference.



Parent Involvement: Decision-Making

- Encourage parents to become deeply involved in the decision-making in their children's schools.
- Families can help to ensure that the education is culturally and linguistically appropriate by participating as:
 - Grade-level volunteers
 - LPAC members
 - Site-based decision making committee members
 - Textbook selection committees
 - Curriculum committees
 - Budget committees and attend
 - School board meetings



KAHOOT IT!



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.



25. An ELL in an elementary school volunteers to read a story in the general education classroom. The ELL stumbles over the words and appears flustered. The teacher responds with positive reinforcement, praising the student for offering to participate. The teacher's actions best demonstrate an understanding of the importance of which of the following?
- A. Encouraging reading fluency
 - B. Lowering the affective filter
 - C. Focusing on proper pronunciation
 - D. Improving cognitive 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



33. Volunteers from local churches and businesses are interested in assisting students in a school's ESL program. Which TWO of the following tasks are the most appropriate roles for the volunteers to fulfill?
- A. Team teaching with a general education or ESL teacher
 - B. Facilitating guided reading groups and literature circles
 - C. Mentoring students with the guidance of the classroom teacher
 - D. Assisting with the tutoring of struggling readers and writers
 - E. Administering TELPAS and other assessments to gather data



Exit Ticket



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Thank you for your participation!

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