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
AM Session: 101455
PM Session: 101619
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
English Learners in Texas

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 2\textsuperscript{nd} largest group in TX).
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

Standards → Domain → Competency → Descriptor

Competency → Descriptor

Competency → Descriptor

Competency → Descriptor

Competency → Descriptor
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:
- Domain I: 25%
- Domain II: 45%
- Domain III: 30%

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

<table>
<thead>
<tr>
<th>Words</th>
<th>Number of Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>3</td>
</tr>
<tr>
<td>colonel</td>
<td>5</td>
</tr>
</tbody>
</table>

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?
Morphology

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

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.
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 linguistic meaning.

In the classroom:
Expose students to synonyms, antonyms, homonyms, and multiple meaning words.

Utilize cognates as a scaffolding tool.
Semantic Word Map

Frayer Model

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Non-examples</td>
</tr>
</tbody>
</table>
Cognates are words from different languages that are spelled almost the same and share similar meanings.

<table>
<thead>
<tr>
<th>English</th>
<th>Italian</th>
<th>Spanish</th>
<th>French</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
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<td>química</td>
<td>chimie</td>
<td>Chemie</td>
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<td>Biología</td>
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<td>fisica</td>
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<tr>
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<td>fotosíntesis</td>
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<td>cell</td>
<td>cellula</td>
<td>célula</td>
<td>cellule</td>
<td>Zelle</td>
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<td>organismo</td>
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<td>ecology</td>
<td>ecologia</td>
<td>ecologia</td>
<td>écologie</td>
<td>Ökologie</td>
</tr>
</tbody>
</table>
Language Register

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

<table>
<thead>
<tr>
<th>Informal Register</th>
<th>Formal Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The water disappeared.</td>
<td>• The water evaporated.</td>
</tr>
<tr>
<td>• He is psycho.</td>
<td>• He had a nervous breakdown.</td>
</tr>
<tr>
<td>• You’re in my bubble.</td>
<td>• My personal space is being violated.</td>
</tr>
</tbody>
</table>

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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.
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
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

**BICS** (Basic Interpersonal Communication Skills)
- Social conversation (with gestures)
- Storytelling with props

**CALP** (Cognitive Academic Language Proficiency)
- Social phone call
- Note left on the refrigerator
- Math lesson (with manipulatives)
- Geography lesson with maps
- Social studies lecture
- Multiple choice test

**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.

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 response by the learner, shaping a habit of repetition through rewards.
## Language Acquisition Theories

### Group Activity

<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>Comprehensible Input, Affective Filter</td>
</tr>
<tr>
<td>Piaget</td>
<td>Schema, Assimilation, Accommodation</td>
</tr>
<tr>
<td>Lev Vygotsky</td>
<td>Zone of Proximal Development</td>
</tr>
<tr>
<td>Noam Chomsky</td>
<td>Language Acquisition Device</td>
</tr>
<tr>
<td>Skinner</td>
<td>Stimulus, Responses, Reward</td>
</tr>
</tbody>
</table>
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.
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)

Adopted December 2007
ELPS: How they are 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
Developing Visual Literacy

ELPS

STAAR

TELPAS

TEKS
TEKS vs. ELPS continued…

- Academic Proficiency
- Language Proficiency

- STAAR
- TEKS
- TELPAS
- ELPS

Relating Factor: evaluates/measures
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.
<table>
<thead>
<tr>
<th>Global Definitions of the Proficiency Levels</th>
<th>Key Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td>Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.</td>
<td>Little or no English ability</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td><strong>Intermediate</strong></td>
</tr>
<tr>
<td>Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.</td>
<td>Limited ability, simple language structures, high-frequency vocabulary, routine contexts</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td>Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.</td>
<td>Ability to engage in grade-appropriate academic instruction with second language acquisition support</td>
</tr>
<tr>
<td><strong>Advanced High</strong></td>
<td><strong>Advanced High</strong></td>
</tr>
<tr>
<td>Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</td>
<td>Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support</td>
</tr>
</tbody>
</table>
TELPAS

Composite Rating
- Beginning
- Intermediate
- Advanced
- Advanced High

Listening
- Beginning
- Intermediate
- Advanced
- Advanced High

Speaking
- Beginning
- Intermediate
- Advanced
- Advanced High

Writing
- Beginning
- Intermediate
- Advanced
- Advanced High

Reading
- Beginning
- Intermediate
- Advanced
- Advanced High
Differentiated Supports

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Advanced High</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide sentence starters to complete sentences.</td>
<td>Create their own original sentences by utilizing proper syntax and grammar.</td>
<td>Both receive instruction on grade level.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Level</th>
<th>Listening (d1) These students</th>
<th>Speaking (d2) These students</th>
<th>Reading (d4)* 2nd-12th These students</th>
<th>Writing (d6)* 2nd-12th These students</th>
</tr>
</thead>
</table>
| Beginning (A) | • Have little or no ability to  
  i. Understand simple conversations 
  ii. Identify words and phrases that have not been intentionally modified for ELLs 
  iii. May not seek clarification in English | • Have little or no ability to  
  i. Use single words/phrases; may be hesitant to speak 
  ii. Use limited communication skills 
  iii. Lack knowledge of English grammar 
  iv. Exhibit second language errors that hinder communication 
  v. Pronunciation inhibits communication | • Have little or no ability to  
  i. Understand limited vocabulary 
  ii. Read slowly, word by word 
  iii. Understanding of limited language structures 
  iv. Comprehend familiar words and phrases in context 
  v. Highly depend on visuals and prior knowledge 
  vi. Use reading comprehension skills | • Have little to no ability to use English to  
  i. Write grade-appropriate content area assignments 
  ii. Develop focused, coherent, organized writing 
  iii. Write lists, labels, copy simple and practiced sentences; and 
  iv. First language errors prevent understanding |
| Intermediate (B) | • Have the ability to  
  i. Usually understand simple conversations 
  ii. Often identify words and phrases to understand general meanings 
  iii. Have the ability to seek clarification in English | • Have the ability to speak simple English  
  i. Use simple sentences and hesitate frequently to think 
  ii. Rarely have vocabulary to do this in detail 
  iii. Use simple sentences and present tense 
  iv. Exhibit second language errors that hinder communication 
  v. Pronunciation is usually understood | • Have the ability to read and understand simple English  
  i. Routine words, literal meaning, abstract vocabulary 
  ii. Short phrases read slowly 
  iii. Routine and basic language 
  iv. Sentences with support 
  v. Struggle to read independently 
  vi. Apply basic and higher order comprehension skills if text is linguistically simplified | • Have limited ability to  
  i. Write content area assignments 
  ii. Develop grade appropriate writing 
  iii. Exhibit grade appropriate writing elements: simple sentences, present tense, simple and past tenses, repetition and writing that is hard to understand |
| Advanced (C) | • Have the ability to understand  
  i. Usually more elaborate conversations 
  ii. Occasionally need processing time to understand 
  iii. Occasionally require/request the speaker to repeat | • Have the ability to speak in English  
  i. Participate in most conversations with support 
  ii. Can usually speak in detail 
  iii. Have a grasp of basic grammar 
  iv. Make errors that interfere somewhat with communication 
  v. Mispronounce words but these are understood | • Have the ability to read and understand with support  
  i. Most grade appropriate main points 
  ii. Simple sentences with appropriate rate and speed 
  iii. Develop basic comprehension skills 
  iv. Apply basic skills | • Have the ability to write with second language support  
  i. Use grade appropriate writing 
  ii. Know enough English to write on grade level 
  iii. Exhibit writing features including: grasp of basic verbs, grammar features and first language errors |
| Advanced High (D) | • The ability to understand  
  i. Understand longer, elaborated conversations 
  ii. Main points at a level comparable to native speakers 
  iii. Rarely require/request the speaker to repeat | • The ability to speak with minimal support  
  i. Participate in extended discussions 
  ii. Use abstract, content based vocabulary 
  iii. Use grammar structures and complex sentences 
  iv. Communicate with few errors 
  v. Mispronounce words, but communicates effectively | • The ability to read on grade level with minimal support  
  i. Struggle to understand specialized vocabulary 
  ii. Use appropriate rate, speed, intonation, expression 
  iii. Comprehend text 
  iv. Apply basic and higher order skills | • Write with minimal support  
  i. Use ideas meaningfully in writing 
  ii. Know enough English to develop elements of writing 
  iii. Exhibit writing features typical at this level, including difficulty with phrasing and minor errors |
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

Student’s Current Oral Language Development

Optimal Oral Language Development

- Provide feedback
- Promote questions and conversation
- Request clarification
- Recast and expand ideas
- Use questions and prompts
- Model extended language
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.
Cognates

Descended from the same language or form

<table>
<thead>
<tr>
<th>SPANISH ADJ.</th>
<th>SPAN. ADVERB</th>
<th>ENGLISH ADJ.</th>
<th>ENG. ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>posible</td>
<td>posiblemente</td>
<td>possible</td>
<td>possibly</td>
</tr>
<tr>
<td>probable</td>
<td>?</td>
<td>probable</td>
<td>?</td>
</tr>
<tr>
<td>inmediato</td>
<td>?</td>
<td>?</td>
<td>immediately</td>
</tr>
<tr>
<td>evidente</td>
<td>evidentemente</td>
<td>evident</td>
<td>?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPAN. VB. &amp; ADJ.</th>
<th>SPAN. NOUN</th>
<th>ENG. VB. &amp; ADJ</th>
<th>ENG. NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>educar/educado</td>
<td>educación</td>
<td>educate/educated</td>
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<td>preparar/?</td>
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<td>prepare/?</td>
<td>preparation</td>
</tr>
<tr>
<td>organizar/?</td>
<td>organización</td>
<td>?/organized</td>
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<td>evaluate/?</td>
<td>evaluation</td>
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<td>?/Illustrated</td>
<td>Illustration</td>
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<td>manipular/?</td>
<td>manipulación</td>
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Sentence Starter

Providing a structure to support language development in writing.

Math Journal
Sentence Starters

- The first thing I did was...
- First, Next, Then, After that...
- I figured out ________ by...
- I noticed...
- Something that is important to remember is...
- I thought...
- I decided...
- I can show this idea by...
- I compared...
- I learned that...
- Today's lesson helped me to understand...
- The strategy that helped me to understand this idea was...
- I would use this in my real life when...
- A career where this skill would be helpful may be...
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 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.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want To Know</th>
<th>What I Learned</th>
</tr>
</thead>
</table>
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

Communicated
- Comprehensible input
- Visuals
- TPR
- Expectations
- L1 support

Sequenced
- Differentiated Instruction
- Supplementary materials
- Pre-teach social and academic vocabulary

Scaffolded
- Structured support
- Oral: wait time
- Procedural: TIERS
- Instructional: sentence frames
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.
Summative vs Formative Assessments

**Summative**
- STAAR
- TExES
- ITBS
- TELPAS
- LAS Links

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

TEA List of Approved Tests (2017-2018)
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
Authentic Assessments

- 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

<table>
<thead>
<tr>
<th>Three new facts I learned...</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th>Two ah-ha’s that popped into my mind</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</table>

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<thead>
<tr>
<th>One big question that I still have:</th>
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<tbody>
<tr>
<td>1.</td>
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</table>
Domain III: Foundations of ESL Education, Cultural Awareness and Family and Community Involvement
**Language Proficiency Assessment Committee (LPAC) Responsibilities**

<table>
<thead>
<tr>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Identification of ELLs</td>
</tr>
<tr>
<td>Assessment and Documentation Review</td>
</tr>
<tr>
<td>Placement</td>
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<tr>
<td>Recommend Instructional Methodology/Interventions</td>
</tr>
<tr>
<td>Determine assessment and linguistic accommodations</td>
</tr>
<tr>
<td>Parent Approval</td>
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<tr>
<td>Annual Review of Progress</td>
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<tr>
<td>Exiting/Reclassification</td>
</tr>
<tr>
<td>Monitoring M1s &amp; M2s</td>
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</tbody>
</table>
Home Language Survey

- Language spoken at home and by student = English
  - EP
  - 19 TAC §89.1225
  - 19 TAC §89.1230

- Language spoken at home and by student = English and any other language

- Language spoken at home and by student = other language (not English)
  - TEST
    - Pre-K – 1st: Oral Language Proficiency Test (OLPT) (to be classified LEP: score indicates limited English proficiency)
    - 2nd – 12th: OLPT + Norm referenced standardized achievement test (to be classified LEP: norm reference below 40th percentile and OLPT = limited English)
§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:
§89.1225. 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
§89.1225. 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.
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.
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.
Minority students segregated in schools

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”

Overruled the “separate but equal” doctrine of Plessy v. Ferguson of 1896

It became unconstitutional to prohibit teaching a foreign language at school.

A social and political organization

Advocated for the civil and human rights of minorities

1896
Plessy v. Ferguson

1923
Meyer v. Nebraska

1954
LULAC

1954
Brown v. Board of Education of Topeka
Policy Foundations

1964 Civil rights Act

Provided equal educational opportunities:

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

1970 Lau v. Nichols

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

1974 EEOA

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.

1981 Castañeda v. Pickard

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
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.
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
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
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
Exit Ticket

Go to menti.com
References


Thank you for your participation!

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