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

5

Silent signal
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\(^{nd}\) largest group in TX).
Resources

✓ ETS Website: http://cms.texes-ets.org/texes/


✓ Articles: language transfer, culturally relevant texts, biliteracy, court cases, LPAC, Chapter 89, etc.

✓ Smore: https://www.smore.com/d2fbk-154-esl-texes?ref=my

✓ Review and Study
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
- **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
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 how morphemes develop words
- **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.
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 - /s/ /o/ /n/. Counting phonemes is difficult for an EL because many of the sounds in English do not exist in Spanish.

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

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

Strategic
- Overcome language gaps
- Conversational fluency
- Effectiveness of communication
- Modify text for audience and purpose

Discourse
- Patterns of organization
- Cohesive and transitional devices
Structure of English Language - Verbs

**Linking**
Link grammatical subject to adjective.
*Dinner tastes as great as it looks.*

**Principal**
Have a noun attached to them and can stand alone.
*Jesus wept.*

**Stative**
Describe a state of being rather than an action.
*I have a car.*

**Modal**
Used with other verbs to express necessity or possibility.
*He will come.*
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
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

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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

BICS L1

Basic Interpersonal Communication Skills

BICS L2

Basic Interpersonal Communication Skills

CALP Transfer L1-L2

• Cognitive Academic Language Proficiency

J. Cummins, 1981
Cummins’ Quadrants: The Dimensions of Language

**Cognitively Undemanding Language**

**BICS**
- Social conversation (with gestures)
- Storytelling with props

**BICS** stands for **Basic Interpersonal Communication Skills**.

**Context-embedded language**
- Math lesson (with manipulatives)
- Geography lesson with maps

**Cognitively Demanding Language**

**CALP**
- Social phone call
- Note left on the refrigerator

**CALP** stands for **Cognitive Academic Language Proficiency**.

**Context-reduced language**
- Social studies lecture
- Multiple choice test
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.
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** (an award or a praise given to students after producing of certain aspects of a second language.)
## 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.
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

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.
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,
Allow Sara to use native language and drawing, give visual support, adapted text, modeling.
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

STAAR

TELPAS
TEKS vs. ELPS  continued…

Relating Factor: evaluates/measures
Writing Lesson for ELLs: Integrating TEKS & ELPS

- Explain
- Pre-write
- Publish (Share)
- Draft
- Edit
- Revise

(Share)
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.
TELPAS

Composite Rating
- Beginning
- Intermediate
- Advanced
- Advanced High

Listening
- Beginning
- Intermediate
- Advanced
- Advanced High

Speaking
- Beginning
- Intermediate
- Advanced
- Advanced High

Reading
- Beginning
- Intermediate
- Advanced
- Advanced High

Writing
- Beginning
- Intermediate
- Advanced
- Advanced High
## Compare and contrast

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Advanced High</th>
<th>Same</th>
</tr>
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<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>
Inside Out Circle
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”.

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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.
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>
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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

Student Friendly
What and How

Academic Language Opportunities

Student Accountability

Checking for Understanding

Vocabulary Games

Reading to Learn

Writing to Share
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
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.
Formal v. Informal Assessments
Both are Important

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

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

TEA List of Approved Tests (2017-2018)
### Three new facts I learned...

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### Two ah-ha’s that popped into my mind

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### One big question that I still have:

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<td>1.</td>
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</table>
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
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
Home Language Survey

Language spoken at home and by student = English

- EP

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

- 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)

Language spoken at home and by student = other language (not English)

19 TAC §89.1225
19 TAC §89.1230
§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

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

Supreme Court ruled that teaching in a language other than English was not “injurious to health, morals, or understanding of the ordinary child”

A social and political organization

Advocated for the civil and human rights of minorities

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

- \( L_1 + L_2 \) Academic Development
- \( L_1 + L_2 \) Language Development
- Social and Cultural Processes
- \( L_1 + L_2 \) Cognitive Development
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 relevant 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.
What concepts did you learn in Domain III?

Round Robin
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

Go to menti.com
References


Thank you for your participation!

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