

SUNY OLD WESTBURY
Carmen
EDUCATING ALL
Kasper
STUDENTS
Monday, August 11, 2014

AGENDA

- Second Language Acquisition
- ELLs
- Regulations
- Instruction
- Sample Question

Second Language Acquisition

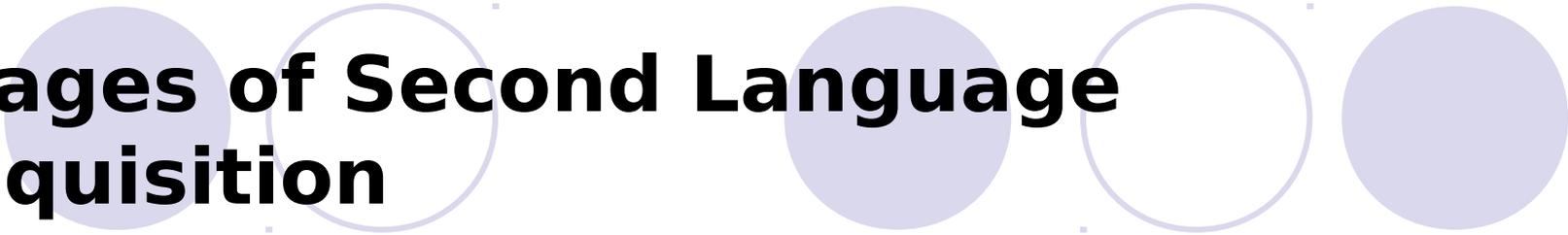


The knowledge of SLA is essential for understanding and meeting the needs of ELLs. All teachers need to know how children learn/acquire a second language (L2.)

Stages of Second Language Acquisition

All English language learners go through the same stages to acquire/learn language. The length of time each student spends at every stage varies from student to student.

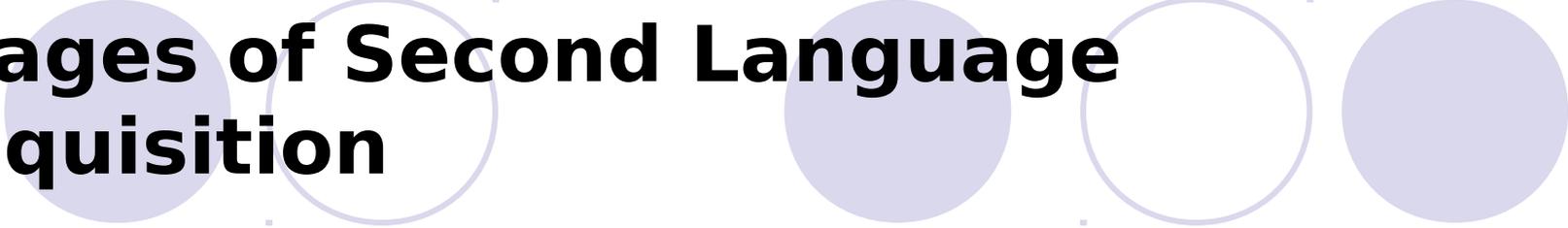
Stages of Second Language Acquisition



Stage I: Pre-Production- This is the silent period, students may have up to 500 words in their receptive vocabulary.

Stage II: Early Production- Students may have up to 1000 words in their receptive receptive and active vocabulary.

Stages of Second Language Acquisition



Stage III: Speech Emergence- Students may

have up to 3000 words and communicate in simple phrases.

Stage IV: Intermediate Fluency- Students have up to 6000 active words.

Stage V: Advanced Fluency- It takes from 5-

10 years to achieve cognitive academic language.

STAGES OF SECOND LANGUAGE ACQUISITION

	PRE -PRODUCTION	EARLY PRODUCTION	SPEECH EMERGENCE	INTERMEDIATE FLUENCY
DESCRIPTION	The silent period. Lasts from 10 hours to 3 months. Student develops listening skills.	Period of limited production. Lasts an average of 6 months to 1 year of instruction.	Period of expanded production. Modeling needed for language expansion. Lasts 1 to 2 years.	Period of vocabulary growth to develop academic language. Reading and Writing incorporated in lessons.
CHARACTERISTICS OF THE STUDENT	Non English speaker might know some English, but is shy.	Has limited understanding. Speaks 1 to 2 word phrases.	Understanding has expanded. Less hesitant to speak.	Understanding has expanded beyond communicative competence. Has CALP in L1.
VOCABULARY GOAL	500 words (receptive)	1,000 words (receptive)	2,000 words (receptive)	Continued vocabulary development.
GOALS FOR THE STUDENT	Develop listening comprehension skills.	Create two-three word sentences. Carry on simple dialogs.	Create simple sentences. Carry on meaningful dialogs.	Continue to expand receptive and expressive skills. Connect oral and written narratives.
NATURAL PROGRESSION		Yes or No responses. One word answers. Name words in list. Short phrases.	Speech becomes longer, more complex. Long phrases, complete sentences.	Produces connected narrative. Conducts casual conversations. Can participate in academic discussions .Can conduct reviews

BICS and CALP



Basic Interpersonal Communication Skills

Language skills needed for everyday communication. Personal, social contexts are clear and generally concrete. May take up to 3 years to develop.

Cognitive Academic Language Proficiency

Language skills associated with cognitive development. Language skills required for academic conversation. Cognitively demanding, decontextualized language skills needed for reasoning, problem solving, deducing. May take up to 5-10 years to

English Language Learner (ELL)

An English Language Learner is a person who is

learning the English language in addition to their native language (L1).

ELLs can be:

Surrounded by L2.

Surrounded by both L1 and L2.

Foreign born immigrants or US citizens of immigrant parents.

Students with interrupted formal education (SIFE).

Students with disabilities (SWD).

English Language Learner Characteristics



Vary according to age and English level.

Can be divided into two: linguistic and behavior characteristics.

These different characteristics can influence the ELL's language learning.

Three types of learner characteristics:

Affective (emotional): Include students' feelings about language learning and towards their L2.

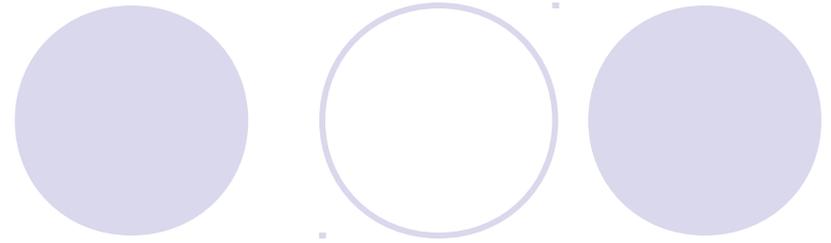
English Language Learner Characteristics



Cognitive : Include the different ways that people process information.

Metacognitive : Learners think about and control their language learning in different ways (learning strategies, study skills, beliefs, etc.)

NYS REGULATIONS



COMMISSIONERS' REGULATIONS PART 154 (CR PART 154)

Identification: NYSITELL

Levels: Beginner, Intermediate,
Advanced and
Proficient

Amount of services: K-8
7-12

Programs: ESL
Bilingual (opt-out)

NYS REGULATIONS

Length of services:
6 years

3 years- extension to

Yearly Assessment: NYSESLAT (R/W and L/S)

State Assessments: When ELLs can take state tests: tests are translated, translators, dictionaries, glossaries.

Accommodations: For state tests

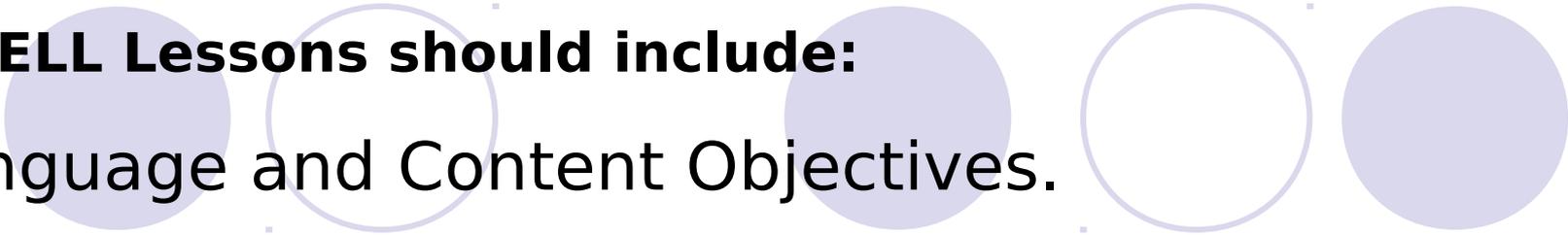
ELLs/Special Education:

INSTRUCTION

ESL instruction and standard-based instruction should be connected at all times; they are intertwined with each other.

The best way to instruct ELLs is by implementing the Sheltered Instruction Observation Protocol (SIOP) Model.

SIOP is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners.



All ELL Lessons should include:

Language and Content Objectives.

Key vocabulary emphasized.

Prior knowledge (build background knowledge.)

Comprehensible input (varied techniques), such
as

modeling, demonstrations, graphic organizers,
visuals, TPR, clear explanations, proper rate of
speech, step-by-step directions, etc.)

Student interaction at all times.

Specific strategies and sufficient wait time.

STRATEGIES



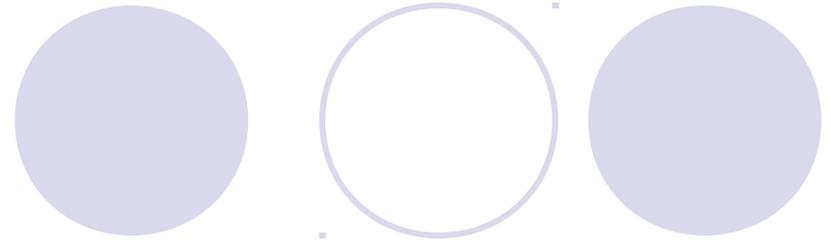
Teaching students a variety of self-regulating strategies in a explicit and careful way improves their learning. It is most important that students know:

What is a strategy?

How do I use it?

Why and when do I use it?

Some strategies:



Graphic Organizers

Comprehension strategies:

prediction, self questioning, monitoring,
determining importance and summarizing.

More strategies

Scaffolding strategies:

paraphrasing, think alouds,
reinforcing contextual definitions,
providing correct pronunciation by repeating
students' responses,
slowing speech, increasing pauses,
speaking in phrases, wait time, small group,
one-on-one teaching, partnering or grouping
for
reading activities, modeling,
practicing with others, etc.

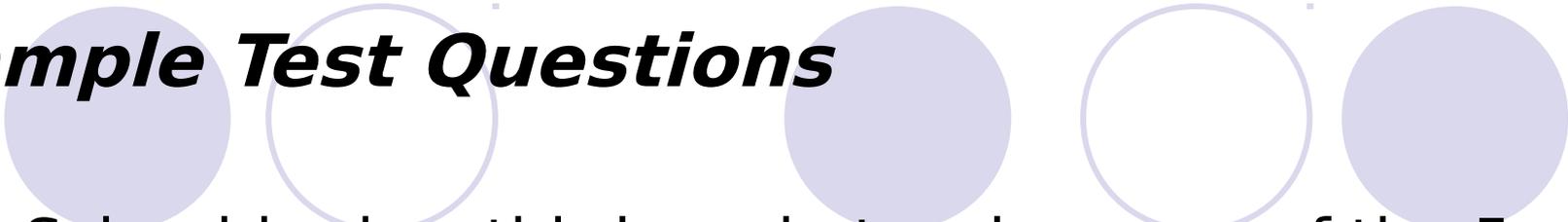
More strategies:

Asking questions that promote critical thinking (Blooms Taxonomy). Teachers must prepare the questions before-hand; it is hard to think of higher-order questions “on your feet”.

Researchers have found that of the 800,000 questions teachers ask a year; 80% of them are at the “Knowledge” level (lowest level-basement questions).

Avoid asking yes/no questions as students advance in proficiency.

Sample Test Questions



Ms. Schneider is a third grade teacher; one of the 5 ELLs in her class is a newcomer who started school in September. His parents left him in El Salvador with his grandmother when he was an infant.

The student's name is Jerson; he never attended Kindergarten and did not finish 2nd grade in his country.

In September Jerson was administered the NYSITELL and scored zero, which placed him at the beginner level in ESL. He was also tested in

Sample Test Questions- continued

Spanish for reading, writing and math; he scored at the low 2nd grade level.

It is now January and the teacher reports that Jerson is progressing in the acquisition of English; he has learned the frequency words and is able to transfer his reading skills in Spanish when reading English. Ms. Schneider also reports that Jerson is aggressive towards classmates and does not follow rules.

Sample Test Questions- continued

His parents report similar behaviors at home; they are very supportive and work with him every day. They work with him in both English and Spanish.

Ms. Schneider is planning a lesson in main idea and details.

Lesson Plan

Lesson Objective: Identify, share and write the main idea of a story in one sentence.

Standard: ELA RI 3.2, Determine the main idea of a text; recount the key details and explain how they support the main idea. ELA , SL 3., Determine the main ideas and supporting details of a text read aloud or information presented in diverse media or formats, including visually, quantitatively, and orally.

Essential Questions: How do readers use their own words to summarize the main idea? How do readers look back in text for

Lesson Plan

Vocabulary: irrelevant, avarice, eager, atonement, summarize

Introduction

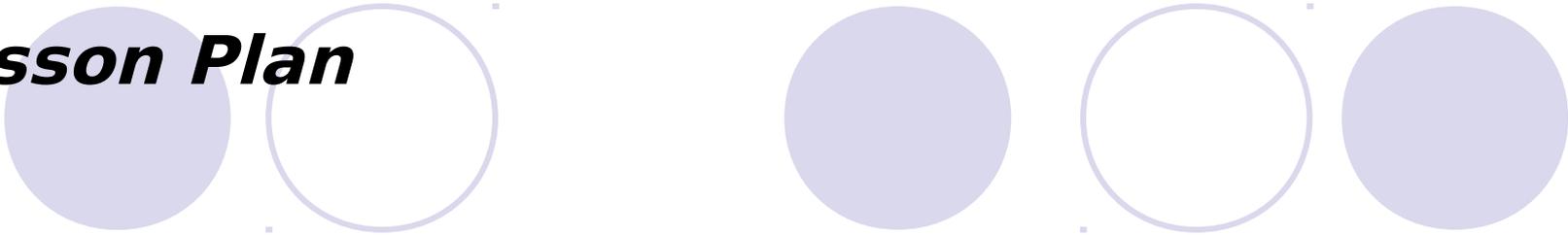
Teacher shares personal story and connects it to main idea and details. Through another story, the teacher explains how important the main idea is, that without it the entire story unravels. She explains that she will help them to identify the main idea and relevant and irrelevant details.

Lesson Plan

Demonstration

The teacher will share with students how she left out the most important detail of a story she told her husband the night before. This story will be equated to the first story, "if you take out one piece, the whole thing falls apart; if you take out the main idea, the entire story falls apart-it doesn't make sense anymore. "Teacher reads short story to students; the story is read together. After the story is read together, the teacher elicits the

Lesson Plan



Practi e Activit y	<p>The students break up into groups and discuss what main idea is. The teacher distributes short books to have students discussing the main idea and relevant details. Teacher will circulate from group to group. The students then will present their findings to the class.</p>
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Sample test questions

Use the exhibits to answer the questions that follow:

1. When planning Jerson's instruction, Ms. Schneider has the responsibility to:
 - A. Teach Jerson the same concepts as presented in the district's curriculum.
 - B. Provide Jerson with differentiated instruction.
 - C. Offer him simple books in Spanish to be able to practice reading.
 - D. Pair Jerson with a Spanish speaking peer to help him understand the concepts.

Sample test questions

2. Ms. Schneider can promote Jerson's acquisition of English language by using which of the following strategies during the lesson:

- A. Having Jerson use the dictionary to find the meaning of the words he doesn't understand.
- B. Providing vocabulary lists for Jerson to memorize.

Sample test questions

- C. Including a Language Objective in every lesson. This will permit the academic vocabulary to be presented to students in a consistent and systematic way. These objectives will be displayed, read, discussed, and copied in the notebooks.

- D. The vocabulary is listed and students will be responsible for finding the meaning.

3. Which of the following factors related to second language acquisition is most likely to have contributed to Jerson's progress in the acquisition of English?

- A. He received formal education in his native country, but he never attended Kindergarten and did not finish 2nd grade.
- B. His native language is well developed for his level and it is supported at home.
- C. He has a positive attitude towards the L2.
- D. He is taught in English only.



4. After analyzing the information provided, write a response of approximately 150-200 words in which you:

- identify a specific learning need for Jerson
- describe two strategy for scaffolding this lesson, including how the vocabulary should be taught. Explain why they will be effective.



Correct responses

1B All instruction needs to be differentiated for him. The same concepts in the district's curriculum needs to be presented, but at his proficiency level.

2C The inclusion of Language Objectives on every lesson will ensure that the academic vocabulary is presented, discussed, copied by students and used during the lesson. This will provide ELLs the tools to understand the lesson.

Correct responses

3B The fact that Jerson's Spanish is well developed and supported at home, is the major contributor to his progress in English acquisition.