

**English Language Learners
Effective Instructional Strategies
NJTESOL Conference
May 24 - 25, 2011
Supervisors' SIG**

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- ▶ **ELL** – A student whose first language is not English
- ▶ **LEP**- A student who does not speak English as their primary language and has a limited ability to read, speak, write or understand English
- ▶ **Bilingual /Bicultural Teacher**
- ▶ Teaches content in two languages English and the students' native language – Had to have passed a language proficiency test in English and a second language
- ▶ **ESL Teacher**
Teaches students who may speak various first languages in English-Teaches social language and academic language

Terminology

- “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”
- Justice William O. Douglas, U.S. Supreme Court, 1970

Right to Bilingual Education Lau v. Nichols



- When must a school district offer a bilingual program?
- Whenever there are 20 or more LEP pupils in any one language in the district
- When must a district offer ESL services?
- Whenever there are 10-20 LEP pupils in the district



- **Enter US schools in the elementary grades**
- **Have limited or no reading and writing ability in their first language**
- **Converse in English relatively competently in everyday contexts**
- **Have weak English vocabulary, grammar, and sentence structure**
- **Read and write below grade level**

**Characteristics of Many
English Language Learners in U.S. middle and
secondary schools**



- Are in need of an adjustment period to the educational system and social norms of the United States
- They need an atmosphere that will foster their language learning, acculturation and a healthy self esteem
- Provide a well structured program as they may not know where to go for classes, lunch, etc. Pair them with a “buddy.”

Port of Entry or Newcomers



What can be done to give them a sense of belonging?

- Acknowledge their culture, country, and language
- Make eye contact while teaching
- Do not sit the newcomers in the back of the classroom



- Bewilderment-Silent Period
- Overcompensation
- Regression
- Biculturalism

Four Stages of Language Acquisition

- BICS (2-3 years)
Basic interpersonal communicative language skills
- CALP (6-7 years)
Cognitive academic language proficiency

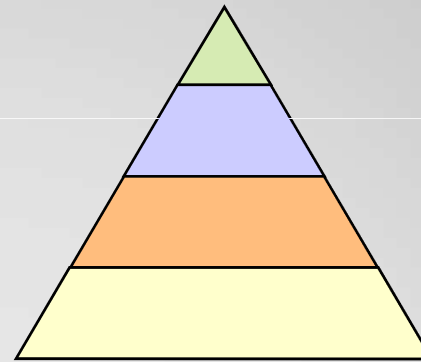


BICS and CALP

- ▶ **Listening** — process, understand, interpret, and evaluate spoken language in a variety of situations
- ▶
- ▶ **Speaking** — engage in oral communication in a variety of situations for a variety of purposes and audiences
- ▶
- ▶ **Reading** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency
- ▶
- ▶ **Writing** — engage in written communication in a variety of forms for a variety of purposes and audiences

The Four Language Domains

- The mandatory annual English language acquisition test of the 4 language domains
- Levels or Tiers
 - A – Beginner
 - B – Intermediate
 - C – Advanced



ACCESS TEST

- Krashen states there are three “affective variables” that influence language acquisition
- **Self esteem**: Students with high self esteem view themselves as capable learners and are more apt to take risks in the target language
- **Motivation**: Motivated students are more focused and take greater risks
- **Level of Anxiety**: Anxiety inhibits language acquisition. Anxious students tend to focus on form rather than communication, and take fewer risks

Krashen - Affective Variables

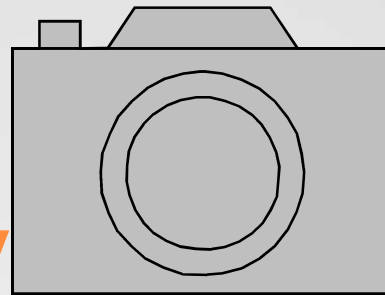
- ▶ “The term sheltered instruction indicates that such instruction provides refuge from the linguistic demands of mainstream instruction, which is beyond the comprehension of ELL students.” (Echevarria & Graves 1998).
- ▶ Language is used in ways that make it understandable to the learner although second language proficiency is still limited:
- ▶ Use visuals, realia, manipulatives, and other concrete materials
- ▶ Use gestures, facial expressions, and body language
- ▶ Repeat, rephrase, and or paraphrase key concepts, directions etc.
- ▶ Define essential vocabulary in context and build on students’ prior knowledge
- ▶ Be careful of idioms and slang

Sheltered Instruction and Comprehensible Input

- Modify your speech:
- Use shorter, less complex sentences for students in the early stages of second language acquisition
- Use a slightly slower rate of speech, being careful to maintain a natural rhythm and flow of the language
- Use long, however natural, pauses (Allows for “wait time” for students to process information)
- Maintain a low anxiety level

Strategies to make language comprehensible

- “One picture is worth a thousand words”
- When we pair verbal and nonverbal communication channels, words and meanings become discernible to the learner



**Verbal and Nonv
Communication**

- Link literacy instruction with content instruction
 - Make it Relevant to the topic
 - Develop academic language
 - Vocabulary- review words and cognates
 - Sentence patterns
 - Learning strategies

Combining language objectives with content objectives



➤ **Language functions /school language**

(define, describe, explain, classify, compare, summarize, ...)

➤ **Academic vocabulary** (discipline-specific, word forms-technical language)

➤ **Language structures** (questions, past tense, writing a sentence, writing a paragraph).

Language Objectives are
language demands of the content class



- ▶ Example: Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities

- ▶ *Language: vocabulary & patterns*

1. sequence
2. cause & effect
3. evaluate

- ▶ **Content Focus:**

- ▶ Revolutionary War

Social Studies-Grade 8

Planning Content

CONTENT

- ▶ Complete a timeline listing the events leading up to the Revolutionary War.

LANGUAGE

- ▶ In the reading, highlight the colonial action in blue and the British reaction in red.
- ▶ Explain to a partner your timeline. Use the words *first*, *second*, *then* to show sequence.

Student Friendly Objectives

CONTENT

- ▶ Select the 3 most significant events which led to the Revolutionary War.

LANGUAGE- using frames

- ▶ **In writing, summarize the 3 most significant events which led to war.**

➤ _____ was the most significant event because

_____.

➤ **The significance of _____ cannot be overstated. It**

_____.

➤ _____ was also significant because _____.

Objectives

- Activities that promote oral language development:
- Songs
- Drama
- Poetry
- Choral reading
- Riddles and jokes

**Oral Language development
through content area**



- *Make information relevant to their lives*
- Learning occurs best when text to self connections are made
- Make the students a part of the situation
- *Acknowledge your students' input*
- Positive feedback is a powerful influence on the brain's chemistry. It is essential for the development of a good self-concept(Sylwester 1997)

More Strategies

- “During the initial years of exposure to English, continuing cognitive and academic development in first language is considered to be a key variable for academic success in second language.” (Garcia 1994; Tinajero & Ada, 1993; Collier, 1995)
- First language literacy skills and content knowledge will transfer to English

First Language



- ▶ Do not assess only through written tests
- ▶ ***Use multiple measures such as:***
- ▶ Portfolio Assessment
- ▶ Oral Assessment
- ▶ Observations:
- ▶ Anecdotal records
- ▶ Check lists
- ▶ Concrete materials. Provide opportunities for students to demonstrate that they understood the information

Assessment

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References Special thanks to Dr. Gilda Del Risco, Kean University for her input regarding this presentation