

# Help! They Don't Speak English



Danville City Public Schools  
ESL team

October, 2013

# Recipe Activity

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- 1. The group will be given parts of a recipe.
- 2. Your job is to put yourselves in order as quickly as possible. Your recipe must be in the correct order.
- 3. When your group is done, loudly announce “bon appetite” to signal the end of the game



# Defining LEP

- Students who are age 3-21;
- Are enrolled in or preparing to enroll in an elementary or secondary school;
- Were not born in the US
  - **OR** their native language is not English
  - **OR** come from an environment where a language other than English is dominant

**OR**

- Native American or Alaskan Native or native of an outlying area;
- **AND** come from an environment where a language other than English has an impact on the student's level of language proficiency

**OR**

- Migratory, and have a native language other than English;
- **AND** come from an environment where a language other than English is dominant



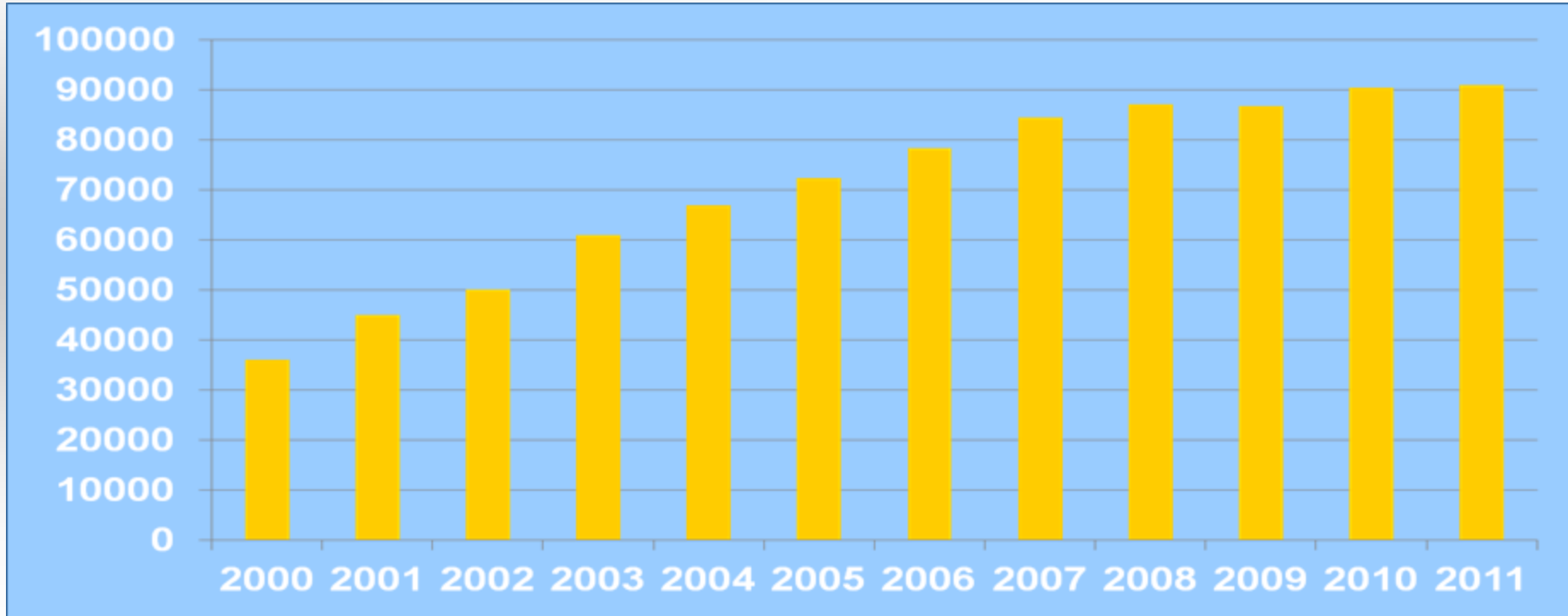
# ESL Acronyms

- ESL- English as a Second Language
- ELL- English Language Learner
- LEP- Limited English Proficiency
- FLEP-Formerly LEP
- TESOL- Teaching English to Speakers of Other Languages
- ELP – English Language Proficiency



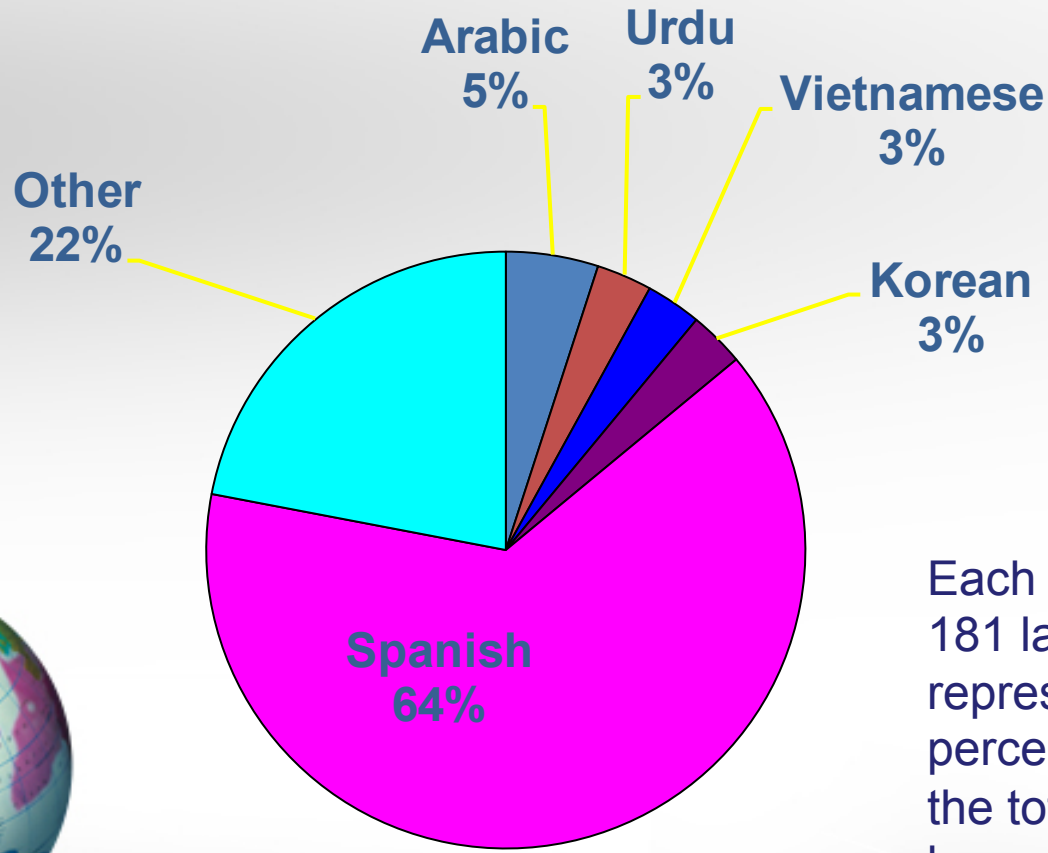
# Virginia

## English Language Learner (ELL) Enrollment



- **ELL population has tripled since 2000**
- **Increase slowed down over the past four years**
- **ELL population in 2012⇒92,420**

# 186 “commonly” spoken languages in VA



Each of the other 181 languages represent two percent or less of the total spoken languages.



# ESL in Danville City Schools

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- Approximately 280 students (LEP & FLEP)
  - 15+ different languages

Including: Spanish, Vietnamese, Mandarin, Urdu, Russian, Uzbek, Arabic, Hindi, Tulu

## **4 Teachers traveling to 10 sites**

*Anna Nunn Fulton (Middle School, Forest Hills & Johnson)*

*Lesa Shelton (High School & Park Avenue)*

*Nellie Shea (Schoolfield & Forest Hills)*

*Altina Suber (Gibson, Park Avenue, & Woodberry Hills)*



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# KEY LEGISLATION





# Lau v Nichols (1974)

- Requires support efforts for ELLs. Students must be taught English before they can be held to the same standards as English-speaking students. **Lack of language ability cannot be the reason a student fails a class.**
- The students must be provided equal **access** to the curriculum.
- ELLs are not denied equal access to special programs or extracurricular activities.



**All teachers are legally responsible for the education of ELLs.**

# Plyler v Doe (1982)

The Supreme Court stated that if the purpose of the Texas law was to diminish the hope of attaining the American Dream for a specific group of students, the courts could not uphold the law as constitutional, providing this explanation:

***“the creation and perpetuation of a subclass of illiterates within our boundaries, surely adding to the problems and costs of unemployment, welfare, and crime” would be self-defeating.***

In turn, they ruled that illegal immigrant children were protected by the Fourteenth Amendment. Furthermore, undocumented children could not be held accountable for the “sins” of their parents.

It is the understanding of our ESL department that documentation of legal presence should never be requested from parents, as that would be a direct violation of OCR regulations and the Plyler v Doe ruling.



# Accountability Requirements for LEP Students

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Title III requires states to ensure:

- annual increases in the number or percentage of LEP students making progress in learning English (Annual Measurable Achievement Objective AMAO 1)
- annual increases in the number or percentage of LEP students achieving full proficiency in English (AMAO 2)
- annual increases in the percentage of LEP students meeting the Annual Measurable Objective (AMO) targets in reading/language arts and mathematics (AMAO 3)



# Title III Annual Measurable Achievement Objective Targets and Results

School Year	AMAO 1: Progress Target	Statewide AMAO 1: Results	AMAO 2: Proficiency Target	Statewide AMAO 2: Results
2003 - 2004	20%	47%	10%	20%
2004 - 2005	25%	74%	15%	31%
2005 - 2006	30%	85%	20%	38%
2006 - 2007	35%	85%	25%	43%
2007 - 2008	40%	74%	30%	67%
2008 - 2009	45%	NA*	35%	78%
2009 - 2010	64%	75%	15%	19%
2010 - 2011	65%	90%	16%	15%
<b>2011 - 2012</b>	<b>66%</b>	<b>95%</b>	<b>17%</b>	<b>17%</b>
2012 - 2013	67%	-	18%	-
2013 - 2014	68%	-	19%	-

USED waived the calculation of AMAO 1 for the 2008-2009 school year.



# Title III Annual Measurable Achievement Objective Targets and Results

School Year (Assessment Year)	AMAO 3: AMO Reading Target	Statewide AMAO 3: Results	AMAO 3: AMO Mathematics Target	Statewide AMAO 3: Results
2003 - 2004	61%	65%	59%	76%
2004 - 2005	65%	70%	63%	77%
2005 - 2006	69%	72%	67%	65%
2006 - 2007	73%	67%	71%	70%
2007 - 2008	77%	80%	75%	75%
2008 - 2009	81%	83%	79%	78%
2009 - 2010	81%	83%	79%	81%
2010 - 2011	86%	79%	85%	82%
2011 - 2012	76%	80%	39%	59%
2012 - 2013	TBD	-	46%	-
2013 - 2014	TBD	-	53%	-



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# World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards



# Virginia is 1 of 33 US States & Territories

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WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

WIDA educational products and services fall into three main categories: standards and assessments, professional development for educators, and research.



# Five WIDA ELP Standards

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- Standard 1: English language learners communicate for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
- Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.
- Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.





# Five WIDA ELP Standards (cont.)

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- Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.
- Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.



# 4 Domains of Language

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- Speaking
- Listening
- Reading
- Writing



# Understanding LEP Students

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- Respect Cultural Differences

- Lack of eye contact
- Does not ask questions
- Collective v/s Individualistic

- Respect Background Knowledge

- Family traditions
- Stories of childhood
- Environmental exposures
- “Movie” versus “Film”
- Alphabet (names/ characters)
- Educational background



# Cultural adjustments

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1. Allow students to do projects that celebrate L1/C1 (if students want to).
2. Make sure classroom rules are known (not just implicit), since classrooms in home country may be VERY different. (Ex.: What to call the teacher?)
3. Make special effort to involve parents in projects, parents' night, etc. (through partnership with ESL teacher?). On the other hand, consider families' economic and social situations when making assignments or when arranging special events.
4. Where possible, employ texts, stories, and examples in teaching that also introduce cultural information from ELLs' various home countries.
5. Invite family members of ELLs to visit class to present cultural information.
6. Get to know students' cultures (and religions) and find out about any cultural rules and taboos that are important to know about (topics, behaviors, beliefs).



# Linguistic adjustments

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- Limit use of SLANG and informal style.
- Careful of sarcasm or "kidding" (may not be interpreted correctly).
- Allow plenty of wait time when asking questions.
- Ask only one question at a time, and wait for response. (Don't assume silence=can't respond).
- Slow speed of speech slightly when working one-on-one.
- Provide definitions of key terms (and write on board).
- Organize presentations with summary, connections (as any good teacher does).
- Careful of "over-paraphrasing."
- Provide a good model: Do NOT produce "foreigner talk."
- Do NOT speak louder to be understood.



# Making Accommodations



Accommodations are not only acceptable, but are essential.

# Accommodations are Key

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- All students have the right to “equal access” to the curriculum.
- Providing an ESL student with the same instruction, materials, and assessment does not constitute equal access.
- Instruction must be comprehensible and accommodations and instructional supports are the tools to make content understandable.



# Language Functions

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Identify</i>	<i>All those at Level 1 and...</i>	<i>All those at Level 1 and 2 with increasing complexity as well as and especially...</i>	<i>All those at Levels 2-3 with increasing complexity as well as and especially...</i>	<i>All those at Levels 1-4 with increasing complexity as well as and especially...</i>
Follow directions				
Respond to				
Repeat	Role play			
Restate	Paraphrase			
Answer	Retell			
Give	Share			
Ask	Extract			
State	Connect	Develop	Analyze	Evaluate
Locate	Classify	Administer	Process	Negotiate
Use	List	Maintain	Persuade	Defend
Search	Compose	Compare	Initiate	Critique
Trace	Test	Contrast	Interpret	Interpret
Copy	Order	Discuss	Skim	Infer
Label	Do	Exchange	Compose	Apply
Make	Predict	Initiate	Request	Adjust
Complete	Relate	Recommend	Apologize	Revise
Draw	Express	Confirm	Edit	Scan
Dictate	Visualize	Scan	Reenact	Narrate
Match	Construct	Reflect on	Practice	Produce
Name	Rephrase	Form	Present	Elaborate
Describe	Sequence	Summarize	Suggest	Integrate
Select	Organize	Converse	Differentiate	Debate
Tell	Categorize	Cross check	Generalize	Justify
Define	Replicate	Take notes	Rewrite	
Compare	Brainstorm	Construct	Order	
Illustrate	Associate		Estimate	
Show	Find			
Collect	Note			
Chart	Arrange			
Participate in	Indicate			





# Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (Realia) Manipulatives Pictures & photographs Illustrations, diagrams, & drawings Magazines & newspapers Physical activities Videos & films Broadcasts Models & figures	Charts Graphic Organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet (websites) or software programs In the native language (L1) With mentors



# Vocabulary Instruction

## Tier 1 (Basic)

Sight words, nouns, verbs, adjectives, and early reading words occur at this level. Examples of tier one words are: book, girl, sad, run, dog, and orange. There about 8,000 word families in English included in tier one.



## Tier 2 (High Frequency)

Tier two consists of high frequency words/multiple meaning words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore; strongly influence speaking and reading. Following is a list of standards for tier two words:

- Important for reading comprehension
- Characteristic of mature language users
- Contain multiple meanings
- Increased descriptive vocabulary (words that
- Used across a variety of environments allow students to describe concepts in (generalization) a detailed manner)

Tier two words are the most important words for direct instruction because they are good indicators of a student's progress through school.

Examples of tier two words are: masterpiece, fortunate, industrious, measure, and benevolent.

There are about 7,000 word families in English (or 700 per year) in tier two.

## Tier 3 (Content)

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc.

We usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson.

Examples of tier three words are: economics, isotope, asphalt, Revolutionary War and crepe. The remaining 400,000 words in English fall in this tier.

# General principles of accommodation for instruction and assessment of ELLs

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## DO

## DON'T

A) Set high expectations.

A) Abandon content, even for beginners.

B) Use "good teacher" behaviors.

B) Think a completely new set of teaching strategies is needed for ELLs.

C) Keep ELLs actively engaged.

C) Expect ELLs to perform OR to be silent.

D) Treat each ELL as an individual.

D) "Lump" all native speakers or all ELLs together (NS vs. ELL).



# General principles of accommodation for instruction and assessment of ELLs

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## DO

E) Find out as much as you can about the ELLs.

F) Make use of ELLs' rich linguistic and cultural background.

G) Watch ELLs for signs of trauma and social, academic difficulties.

H) Assess students constantly.

## DON'T

E) Depend ONLY on ESL teacher for information.

F) Put ELLs on the spot.

G) Forget to notice progress, no matter how small!

H) Expect "easy" and quick kinds of assessments to be easy for ELLs.



# What can the classroom teacher do?

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- Have regular contact with the ESL teacher in your school
- Learn about your students' cultures
- Know your student's level of ELP
- Know what to expect at each level of proficiency
- Use the available accommodations



# Five Key Elements in the Effective Language Learning Environment

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- Comprehensible Input
- Reduced anxiety level
- Contextual clues
- Verbal interaction
- Active participation



# Other Factors that influence learning a Second Language

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- Age of student
- Limited or interrupted schooling and literacy in L1
- Family and home circumstances that bring children to the U.S.
- Sound/Letter correspondence in English



# Help on the Internet

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- VDOE- Virginia Department of Education

<http://www.doe.virginia.gov/VDOE/Instruction/ESL/>

- Help! They can't speak English!

[www.escort.org](http://www.escort.org)

- WIDA

<http://www.wida.us/>





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Questions?

