



English Language Learners

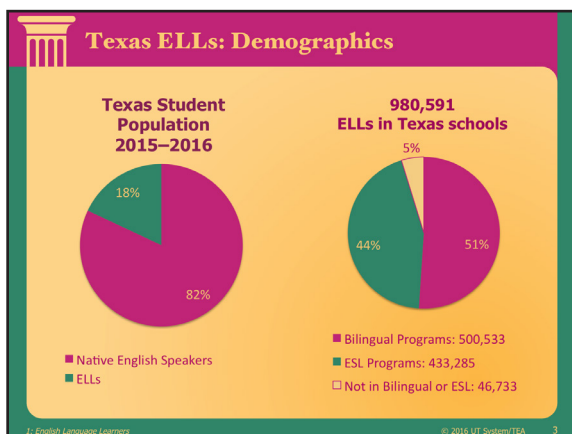
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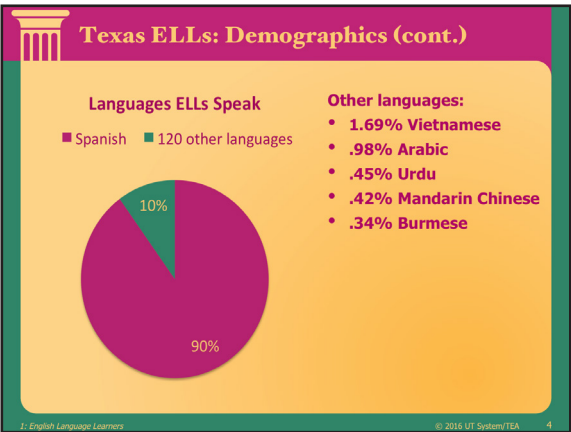


GRADE 1









Who Are Our ELLs?

- ELLs are language-minority students who are exposed to or use a language at home other than English and have limited English skills.
- Membership is expected to be temporary.
- ELLs are a diverse group who come from many different socioeconomic, cultural, and language backgrounds.


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Three Distinct Groups of ELLs

Classification as an ELL Does Not Tell the Whole Story

Early Immigrants	Recent Immigrants	U.S.-Born Language-Minority Students
<ul style="list-style-type: none">Arrive before age 7No prior schoolingMay need up to five years to fully develop academic English	<ul style="list-style-type: none">Arrive at school ageMay have had prior schoolingMay have literacy skills in their native language	<ul style="list-style-type: none">Born in the United StatesMay have little literacy in their native languageLittle or some exposure to English

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Different Needs

ELLs have different needs based on the following:

- The extent and type of literacy practices at home
- The development of literacy skills and prior formal schooling in their native language
- The instruction or formal schooling in English they have received

ELLs have strengths and proficiencies in their native language that may be invisible to teachers.

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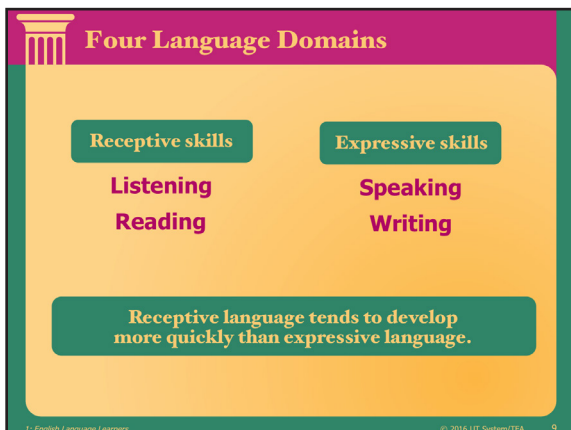


Second-Language Development

- Second-language development is a gradual and complex process.
- ELLs of all language groups develop their second language similarly.
- ELLs vary in how quickly they become proficient in English.

The *route* of acquisition is consistent for ELLs with different native languages, but the *rate* of progress can vary considerably.

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Four Language Domains

Receptive skills	Expressive skills
Listening	Speaking
Reading	Writing

Receptive language tends to develop more quickly than expressive language.

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Stages of Second-Language Development

The diagram illustrates the stages of second-language development as a staircase with four steps, each labeled with a stage. A large green arrow points upwards along the stairs, indicating the progression. The stages are:

- Preproduction
- Early Production
- Speech Emergence
- Intermediate and Advanced Fluency

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Development of Second-Language Speech Production

Simple grammatical structures

- Plural errors: "many book," "some book"
- Inconsistent verb forms: "I walk home" (past tense) instead of "I walked home."

Overgeneralizations

- Misuse of irregular verbs: "goed," "readed"
- Misunderstanding of negation: "I no have paper."

Closer approximations of second language

- Input internalized and adjustments made in second language use
- More elaborate sentence structures
- Increase in vocabulary use

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Developing Academic English

- **Social register vs. academic register**
- **Proficiency in academic English is important in predicting the academic success of ELLs.**

	At Home	Beginning of School	Later in School
English-Only Speakers	First register: Casual English	Second register: Academic English	Second register: Refined academic English
ELLs	First register: Casual native language	Second register: Casual English	Third register: Academic English

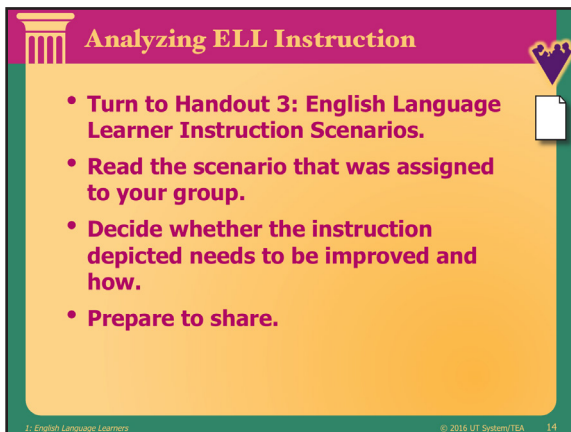
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ELLs and English Literacy

- English literacy development is an important and concurrent element of second-language acquisition.
- Effective literacy instruction for ELLs:
 - Academically sound
 - Culturally responsive
 - Linguistically accommodated

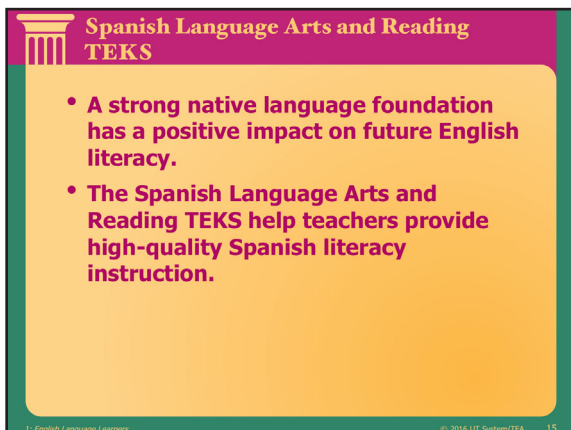
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Analyzing ELL Instruction

- Turn to Handout 3: English Language Learner Instruction Scenarios.
- Read the scenario that was assigned to your group.
- Decide whether the instruction depicted needs to be improved and how.
- Prepare to share.


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Spanish Language Arts and Reading TEKS

- A strong native language foundation has a positive impact on future English literacy.
- The Spanish Language Arts and Reading TEKS help teachers provide high-quality Spanish literacy instruction.


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English Language Proficiency Standards


- The ELPS are language development standards that must be implemented as an integral part of instruction in the TEKS.
- Student expectations are grouped under the four domains of language development: listening, speaking, reading, and writing.
- Planning linguistically accommodated instruction that addresses the ELPS allows ELLs to develop English while meeting the TEKS.


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ELPS and TEKS

- Locate the ELPS Academy booklet and the 12 components and TEKS form.
- With a partner, find one student expectation and its corresponding domain for each of the components of beginning reading instruction.

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Remember

- Learning a second language—and learning in a second language—is mentally exhausting.
- ELLs do twice the cognitive work of native English speakers. ELLs acquire new conceptual knowledge while attending to the sounds, meanings, and structures of a new language.

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English Language Learners

Handouts



GRADE 1

Stages of Second-Language Development

English language learners, like anyone learning a new language, go through different stages of language development.

Understanding these different stages helps teachers select materials and provide instruction that matches students' levels of English proficiency.

Students' literacy knowledge in their native languages also affects their literacy development in English.

Mainstream teachers can collaborate with English as a second language teachers to plan appropriate activities.

Preproduction

Students may do the following:

- Communicate using their native languages, even with people who do not speak or understand the language
- Remain silent

Suggested instructional practices:

- Use normal pronunciations and speech patterns.
- Actively involve children in classroom activities. Even though they may be silent, they are observing and learning.
- Restate children's responses to ensure understanding. Clarify requests, teach routine classroom vocabulary, and simplify sentence structure. Use gestures.
- In small groups, play interactive games that build vocabulary.
- Use photos and artifacts to stimulate discussion and facilitate comprehension.
- Read aloud books that have a close match between the text and the illustrations.
- If possible, pair children with language buddies to practice skills and concepts.
- Accept nonverbal responses such as drawing, gestures, and hand signals.

Early Production

Students may do the following:

- Use simple words or phrases related to everyday events
- Use telegraphic speech, in which one- or two-word phrases communicate much longer ideas. For example, "ball" may mean, "Please give me the ball."
- Understand more English than they are able to produce

Suggested instructional practices:

- Actively involve students in classroom activities.
- Allow sufficient wait time when you ask a student to respond.
- Post printed labels and word lists around the classroom.
- Pose yes/no and either/or questions.
- Use brainstorming and webbing activities to activate background knowledge.
- Focus on the meaning of a student's response, not the pronunciation or syntax.
- Explain new vocabulary words and model their use in sentences.

Speech Emergence

Students may do the following:

- Use new vocabulary
- Communicate using sentences
- Ask simple questions related to classroom activities—for example, “Can I go to the rest room?”
- Understand spoken English with the support of pictures, actions, and objects
- Understand more English than they are able to produce

Suggested instructional practices:

- Actively involve children in classroom activities.
- Focus on meaning, not pronunciation.
- Continue to build English vocabulary by using synonyms, webbing, and semantic mapping.
- Provide opportunities for children to communicate in meaningful ways.
- When formal reading instruction begins in English, use texts with illustrations that connect to the story and to children's background knowledge.
- Plan extension activities by structuring opportunities for children to discuss the content of stories with English-speaking peers.

Intermediate and Advanced Fluency

Students may do the following:

- Express thoughts and feelings more effectively
- Ask and respond to higher-level questions (*what if, how, and why*)
- Incorporate new vocabulary into speech
- Speak English using grammar and vocabulary comparable to same-age native speakers

Suggested instructional practices:

- Actively involve students in classroom activities.
- Continue oral language development through structured interactions with English-speaking peers.
- Explain idiomatic and slang expressions.
- Provide many opportunities for students to write in a variety of forms.
- Help students transfer their knowledge of reading in their native language to reading in English.

Adapted from Coyne, Kame'enui, & Carnine, 2010; Gersten et al., 2007; Goldenberg, 2008, 2010; Gunderson, 1991; Lake & Pappamihiel, 2003; Peregoy & Boyle, 2001; Tabors, 1997.

Effective Instruction for English Language Learners

Academically Sound Instruction

Strategies	Discussion
Set high expectations for English language learners (ELLs).	Teachers who hold high expectations have students who achieve!
Include challenging, grade-level-appropriate, and high-quality curricula to build essential skills that undergird deeper learning.	Often, ELLs receive instruction that is less challenging than instruction for other children. ELLs can flourish in an academically challenging environment.
Promote higher-order thinking through relevant activities.	Consider activities such as hands-on, problem-solving tasks; peer-support networks; modeling; and interactive discussions.

Culturally Responsive Instruction

Strategies	Discussion
Ground instruction in ELLs' cultural backgrounds and prior experiences.	Learn as much as possible about your students' cultural backgrounds, experience base, and ways of learning. Add books and text examples that reflect all cultures represented in the classroom to classroom libraries and displays.
Promote school-community partnerships.	Incorporate the knowledge and expertise of parents and community members into the curriculum. Parents and community leaders can serve as role models and valuable sources of cultural information.
Create a caring and supportive environment.	Ensure that all students are respectful of ELLs' attempts to use their new language.
Build on ELLs' wealth of knowledge.	Recognize and draw upon students' knowledge, rather than focusing on only what they don't know. Find ways to recognize and connect with the experiences of your students.

Linguistically Accommodated Instruction

Strategies	Discussion
When possible, include instructional opportunities in students' native language and facilitate cross-linguistic transfer.	<p>Preliteracy and literacy skills in the native language provide a strong foundation for English literacy learning.</p> <p>Cross-linguistic transfer occurs in sounds and word base skills such as phonemic awareness, alphabetic understanding, and decoding.</p> <p>The Spanish Language Arts and Reading TEKS help teachers provide effective native language instruction.</p>
Facilitate the development of skills at students' current level of English proficiency.	<p>Recognize that ELLs have different levels of English proficiency and require different levels of support.</p> <p>Students who develop social competence in English, such as asking to get a drink of water correctly or talking to peers in English on the playground, still require opportunities for further language development.</p>
Increase accessibility to classroom instruction by using visual aids.	<p>Use videos and pictures to provide a context for language and topics of study.</p> <p>Use graphic organizers, charts, objects, manipulative materials, and other visual organizers when reading aloud to help students better comprehend text structure and content.</p>
Provide meaningful and authentic opportunities to use English.	<p>Seat new students from similar cultural and linguistic backgrounds near each other so they can help each other.</p> <p>After ELLs obtain some proficiency, seat them close to native speakers so they have plenty of opportunities for practice.</p> <p>Provide opportunities for students to have extended discussions in English.</p> <p>Enhance second-language learning in small groups and one-on-one instruction.</p> <p>Include opportunities for students to participate in discussions of read-alouds to enhance comprehension.</p>

Strategies	Discussion
<p>Increase accessibility to classroom instruction by using comprehensible and meaningful language.</p>	<p>Adjust English vocabulary and grammatical structures used to meet children's levels of English proficiency. Avoid slang and idioms that are difficult to explain in simple, familiar terms. Provide support for understanding idioms by pairing them with illustrations and familiar vocabulary.</p> <p>Say vocabulary words that you want to emphasize at the end of sentences. For example, "That strange animal is an armadillo!"</p> <p>Help students learn to recognize word boundaries in spoken language. Avoid "fused forms" (e.g., "yaknowwhatimean"), which can be confusing to ELLs.</p> <p>Use specific names instead of pronouns.</p> <p>Repeat key vocabulary in context.</p> <p>Summarize main points.</p> <p>Use "lead statements" to help ELLs know what will happen next—for example, "We will do two things before lunch. First... Second..."</p> <p>Build on words and concepts that transition easily from one language to another. This technique helps ELLs access what they know in their native language and apply it to English.</p> <p>Use nonverbal cues consistently, including gestures, facial expressions, and physical responses, to help students understand and use new English words and concepts.</p> <p>Repeat, rephrase, and extend ELLs' language to support language learning.</p> <p>Rephrase questions to scaffold students' comprehension of what is being asked.</p>

Adapted from August & Hakuta, 1997; August & Shanahan, 2006; Cummins, 1981; Echevarría et al., 2008; Francis et al., 2006; Gay, 2000, 2002; Gersten et al., 2007; Gibbons, 2002; Goldenberg, 2008, 2010; Jimenez & Rose, 2010; Lake & Pappamihel, 2003; Linan-Thompson & Vaughn, 2007; Lopez, 2012; Lucas et al., 2008; Perego & Boyle, 2005; Villegas & Lucas, 2002; Walqui, 2006

English Language Learner Instruction Scenarios

Scenario 1

Carolina is an English language learner (ELL) in Ms. Benson's first-grade class. It is the beginning of December, and on this particular Monday, Carolina begins her day with four worksheets in front of her. While Ms. Benson greets other students as they arrive, Carolina is expected to complete the worksheets independently. The worksheets require her to complete a dot-to-dot picture of an animal, write her spelling words five times each, sequence five short sentences into a mini-story, and color a picture of a neighborhood. While working quietly and independently, Carolina frequently looks to the other children at her table, following their lead on the worksheets. She doesn't seem to be reading the directions or even reading the sentences to be sequenced; she simply does what she sees others in the classroom doing. Ms. Benson walks around the classroom monitoring students but does not stop at Carolina. She instead focuses on the students who are being loud during this independent working time.

Scenario 2

Erica is a second-grade ELL in Ms. Romero's class. On this Wednesday morning, Erica comes in 20 minutes before school begins and starts her day on the computer, working on individualized tasks that focus on English vocabulary. This practice allows Erica to warm up her English before regular classroom instruction begins. During reading instruction, the teacher introduces the core program informational text for the week by going over pertinent vocabulary and points out specific English language structures present in the story, such as "on one hand" and "on the other hand." Ms. Romero builds on students' prior knowledge, including cultural connections to which Erica is able to relate. As the class reads the story chorally, Ms. Romero uses the "think-aloud" strategy to point out important information and the sentence structures that she discussed before. As an extension of the story, the teacher turns the story into a "readers theater," assigning parts to individual students for the purpose of repeated reading to work on fluency. The students have an opportunity to practice reading the story.

Scenario 3

Estephania is an ELL in Ms. Ortega's kindergarten class. As the day begins, the students sing various American songs, such as "This Land Is Your Land" and "America, the Beautiful." Ms. Ortega begins by reading the words of the songs chorally with the children. After the morning singing, Ms. Ortega begins a whole-group reading lesson dealing with phonemic awareness and a phonics lesson. She asks students to segment several words into phonemes and then explicitly teaches how to blend phonemes to read new English words. She uses flat wooden sticks with students' names as a system for calling on students equally. As she introduces the selected text, Ms. Ortega draws pictures to clarify unfamiliar words and uses think-alouds on a limited basis as she reads the story aloud to discuss what is happening in the story. Estephania seems engaged in the lesson and participates when asked.

Scenario 4

Luis is a kindergarten student in Ms. Davis's class. Morning instruction includes a calendar routine that involves a poem about the current month, the days of the week, the words of the day, and color names. Luis is an ELL who sits quietly as the teacher asks for student participation. Although Luis never volunteers to participate, at one point, Ms. Davis asks Luis which day was yesterday. When Luis hesitates and seems not to understand the question, the teacher responds, "That's OK," and moves on to another student. Luis continues to sit and listen quietly throughout the morning routine. When the teacher finishes with the calendar, she asks the class to go back to their seats, and she begins introducing the core program story.

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