

Strategies for Promoting Success for the Second Language Learner in Grades K-12

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The Magic Seven

1. Low Anxiety Environment.
2. Comprehensible Input.
3. Communication Focus.
4. Contextual Language.
5. Error Acceptance.
6. Respect for Language Acquisition Stages.
7. Teacher as Facilitator.

Who Are Our ELLs?

- Adjusting to a new language and culture is a challenging and difficult process that takes several years. The more you know about your ESL students and their backgrounds, the more you will be able to help them.
- Some important questions are:
 - • What country do they come from?
 - • What language(s) do they and their families speak?
 - • Are they immigrants or refugees?
 - • What was life like in their native country?
 - • What was their previous schooling experience?
 - • What is their level of literacy in their native language?
 - • What are some of the cultural aspects of their culture that may impact their experience in your class (taboos, sex roles, gestures, kinesthetics, etc.)?

Questions we want answered....

- How long do we wait before a referral?
- How do we get the parents to participate?
- Can the CSE modify/eliminate ESL services?
- What about students who will “never” achieve proficiency on the NYSESLAT?

Strategy 1

- Create a Welcoming Language-Rich Environment with Opportunities for Immediate Success
- Label everything in your classroom so that newcomers see the names of objects in the school environment.
- Show respect for your ELL students by introducing their home countries and cultures to the class as a whole. If possible, learn a few phrases in your student's native languages and teach them to the class.

What Can You Do?

- Praise ELL students for what they can do. Create frequent opportunities for success even if it is a task as simple as correctly identifying a picture or object when the student hears its name.
- Assign classroom duties to your ELL students from the beginning to make them feel a part of the group.
- Speak slowly and clearly in simple sentences at first, but never distort language.

Strategy 2

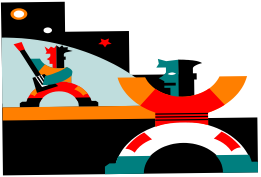
- Build on ELL Students' Prior Knowledge and Teach Essential Vocabulary
- Use organizational activities such as semantic mapping, KWL, timelines, and other strategies to determine where the students stand in relation to the content of the upcoming lesson.
- Whenever possible provide ELL students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words. This approach also helps students identify prior knowledge about the topic from their native languages.

Literacy Development

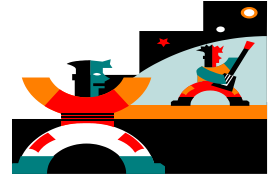
Literacy Development

Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure that ELL students have the background information and linguistic skills necessary to accomplish the assignment.

<http://www.celt.sunysb.edu/ell/tips.php>



Stages of Second Language Acquisition



Level 1: Preproduction:

- ✓ minimal comprehension and no verbal production.
- ✓ focused on comprehension and develops listening strategies.
- ✓ dependent upon modeling and visual and contextual cues to obtain and convey meaning.

Level 2: Early Production:

- ✓ limited comprehension.
- ✓ begins to answer yes/no
- ✓ questions and produce one- to two-word utterances

Level 3: Speech Emergence.

- ✓ good comprehension
- ✓ the learner acquires limited vocabulary & uses short phrases & simple sentences.
- ✓ there are expected errors in pronunciation and grammar.

Level 4: Intermediate Fluency.

- ✓ excellent comprehension and few grammatical errors.
- ✓ begins to engage in conversation and produce complete sentences.

Level 5: Advanced Fluency.

- ✓ receptive and expressive language skills are better developed.
- ✓ learner is able to engage effectively in conversation
- ✓ produces complete and complex sentences.

Reference: Krashen, Steven (1982)

IMPLEMENTING INSTRUCTIONAL STRATEGIES

- **Utilize the ESL/Bilingual teacher as your # 1 resource**
- **Ongoing communication & collaboration between classroom teachers and ESL/Bilingual teachers is essential**
- **Strategies used with ELL students are similar to strategies used with all students who require additional support**
- **Promote differentiation of curriculum instruction & assessment**

Ask questions.....

- How long do we wait before making a referral for an ELL for an individual evaluation through CR Part 200?
- Assumptions, beliefs, lack of knowledge become practices if appropriate steps are not undertaken.....

If it looks like a duck.....

An appropriate referral is dependent upon:

- **How well, how often, how consistently** the student will demonstrate the skill
- **Period of time** in which the student will demonstrate the skill
- **The method used to collect data and measure progress**
- **Dates or intervals of time by which evaluation procedures will be used** to measure the student's progress toward the goal

Common Academic Behaviors

Behavior	Disability	Learning L2
Frequently off-task		
Forgets easily		
Short attention span		
Difficulty Following Instruction		
Poor oral language skills		
Errors in articulation/pronunciation		
Limited expressive vocabulary		
Syntactical and grammatical errors		

Observable vs. Nonobservable Behaviors?

- Point to
- Understand
- Circle
- Spell Orally
- Grasp the meaning of
- Walk
- Remember
- Enjoy
- Realize
- Demonstrate

Difference

Disability

Other

1.		
2.		
3.		
4.		

Guiding Principles for Early Intervening Services (RTI)

- **Bil & ESL personnel** should be **members** of a district's RtI design team and instructional support teams
- **ESL** is an integral part of **core instruction** (Tier 1) for all ELLs (per CR Part 154)
- **Bilingual instruction** is an integral part of **core instruction** (per CR Part 154)
- **ESL methodology** should be **employed in all three tiers** and **native language instruction or supports** should be provided where needed

Considerations for RTI and ELLs

How are you ensuring ACCESS to the curriculum?

- Culturally responsive practices
- Linguistically appropriate practices
- Academically appropriate practices such as differentiation of instruction
- Provide Accommodations (including time extension, separate location, oral translation, use of glossaries, third reading of Listening section, writing responses in native language...)
- Collaboration with multidisciplinary partners
- Ongoing progress monitoring

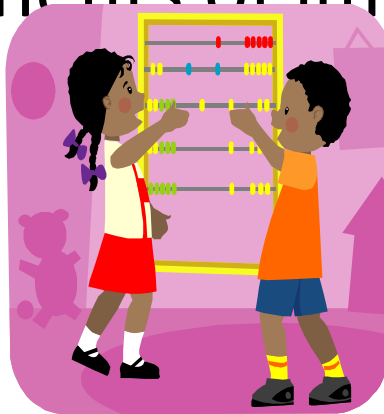
Ok, so what are Early Intervening Services?

- A General Education Effort
- Collaborative Effort
- Focus on delivery of a Quality Core Curriculum that is aligned with state standards
- Multiple Tier Approach
- Varying levels and intensity of targeted interventions
- Data driven process that focuses on student success in the curriculum
- Ongoing progress monitoring that is USED to make instructional decisions

Strengths	Needs Improvement	Suggested Activities	+/-
<ul style="list-style-type: none"> • Native Language Literacy 		<ul style="list-style-type: none"> • Encourage continued reading in native language at home 	
<ul style="list-style-type: none"> • Phonemic awareness/emerging decoding skills 	<ul style="list-style-type: none"> • Lacks fluency in reading • Depressed academic vocabulary (CALP) 	<ul style="list-style-type: none"> • Find independent level books to reinforce fluency • Pre-teach vocabulary 	
<ul style="list-style-type: none"> • Math computation skills 	<ul style="list-style-type: none"> • Difficulty with Math word problems 	<ul style="list-style-type: none"> • “Buddy-up” with bilingual student during Math activities • Pre-teach vocabulary 	

Consider this...

- What is the problem with the discrepancy method of identifying a learning disability?
- How does RtI differ from the current referral model?
- What are the benefits of implementing RtI?



Remember...

At every moment, teachers who work with students learning English should be knowledgeable about the process of second language acquisition. They need to understand that when their ELLs comprehension and production of English are limited, this does not mean they have a cognitive deficit. Rather, they are in the process of acquiring a new linguistic discourse.

(Orosco & Klinger 2010)

Case Study

- 2 male siblings, bilingual family, native language spoken at home. Children born in the U.S. Older sibling in 5th going into middle school, younger sibling in elementary school. Older sibling has been classified as Speech Impaired since 1-2 grade and attends self-contained class in 5th grade. District has small but growing ESL population. Parent feels child never really needed Special Education and wants child out before middle school. Parent has noted that child is developmentally and socially more mature than peers in his class. Scores on IQ test indicate Borderline functioning with respect to language, some other scores in the average range of functioning. Child was not tested bilingually. Child struggles with written language and core content areas. Younger sibling receives ESL services however speech is being questioned.
- District feels child's IQ is valid and child is struggling in self-contained class. To remove him in middle school would certainly predict failure. They refuse integrated program.
- What questions do you ask?

Reflection Time

- At your school, what are some of the
 - Attitudes
 - Practices
 - Policies
 - Structures ... that enable teachers to work more effectively with ELLs
 - ❖ Where can things be improved...?
 - ❖ How will you look at your ELLs who are at risk or have been referred to CSE ?

We're going to need some help...

Resources:

- <http://www.rti4success.org/>
- <http://www.nysrti.org>
- <http://www.ncela.gwu.edu/>
- <http://www.tolerance.org/>
- <http://www.sdcoe.net/lret2/eld/pdf/ELObservationtool.pdf>

Books:

- Why do English Language Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities, (Klinger, Hoover, Baca)
- Research Based Methods of Reading Instruction for ELLs (Linan-Thompson, Vaughn)
- Research Based Strategies for ELLs (Rea, Mercuri)
- Enhancing RTI (Fisher, Frey)

- [http://www.123teachme.com/learn spanish/teachers lesson](http://www.123teachme.com/learn_spanish/teachers_lesson)
- <http://www.emporia.edu/biosci/span/flshcrd.htm>