Acronyms to Know

• ELL, EL= English Language Learners  
• ESL= English as a Second Language  
• Sheltered Instruction= A program that “shelters” the English demands for ELLs  
• Dual Language= A program in which both the native and second languages are used and actively developed  
• TESL= Teaching English as a Second Language

Who We’re Prepared to Teach

ESL Is For Everybody  
All School Personnel Need  
ESL Strategies

Who We’re Increasingly Teaching

1. How to Use Students’ Native Languages as a Resource
Understanding the relationship between L1 and L2 is linked to two key concepts: “cross-linguistic transfer” and “metalinguistic awareness.”

Help Students Make Connections Between Their L1 and English

Cross-linguistic transfer occurs when specific knowledge and skills in one language are used in another language. The more similar the home language to English, the greater the transfer. When ELLs use knowledge of the home language in these ways, they are actively filling in gaps in their English by drawing on corresponding skills and knowledge in the home language; this is what researchers call bootstrapping.

Students also transfer general strategies to figure out the meanings of new words or to comprehend text.

Metalinguistic awareness can promote competence in the following areas:

- Awareness of and knowledge about the cueing systems used to read and write: sounds (phonology), word formation (morphology), grammar or word order (syntax), and word meaning (semantics)
- Strategies for figuring out the meanings of new words or comprehending complex text
- Students’ confidence in their capacity to grow as readers, writers, and language users

(Mora 2007)
So, this is one reason to focus explicitly on the form of language.

Aspects of word learning that depend on "metalinguistic awareness":

• Word consciousness—Awareness of and interest in words and their meanings; understanding why some words are used instead of others and the power of words.

• Using parts of words to unlock their meanings—Using word roots, prefixes, and suffixes to figure out the meaning of new words; for example, words that begin with in or un often refer to the lack of something, like incomplete or unsure.

• Using cognates (words that are identical or almost identical in two languages and which have the same or highly similar meaning) to figure out word meanings.

Cognates:

Almost 40% of all words in English have a related word in Spanish!

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>admire</td>
<td>admirar</td>
</tr>
<tr>
<td>agent</td>
<td>agente</td>
</tr>
<tr>
<td>appear</td>
<td>aparecer</td>
</tr>
<tr>
<td>atmosphere</td>
<td>atmósfera</td>
</tr>
<tr>
<td>biography</td>
<td>biografía</td>
</tr>
<tr>
<td>brilliant</td>
<td>brillante</td>
</tr>
<tr>
<td>catastrophe</td>
<td>catástrofe</td>
</tr>
<tr>
<td>cholera</td>
<td>cólera</td>
</tr>
<tr>
<td>contagious</td>
<td>contagioso</td>
</tr>
</tbody>
</table>

Visit ColorinColorado.org
For Resources Like This and MANY Other Helpful Articles, Webcasts and Resources for Teachers of ELLs!

Cognate Dictionaries

Visit http://velazquezpress.com/
How Can I Learn About Students’ Languages?

1. Observe students from the same language background so you can notice common patterns of transfer.
2. Make a note of common patterns, and whenever the opportunity arises, focus your feedback explicitly on them.
3. Plan mini-lessons that focus explicitly on differences you have noted (use of vowels to represent sounds).
4. Point out parallels between the two languages (use of quotation marks, reading with expression, etc.).
5. Have literate students investigate similarities and differences and share their findings with one another.

Using bilingual books

Published books:
- Choose books carefully (see checklist)
- Be strategic when using bilingual books or books in different languages at the same time: avoid having students rely on their more proficient language. Rather, help students use both languages to read and write in each.

Books written by students:
- Have students write books in both languages. Using both languages permits them to be maximally engaged because they are drawing on all of their language skills.
- Have students create a home-language version of a book in the second language.


2. How to Foster Culturally Responsive Interactions With Students and Parents

Visit RITELL’s Resources
www.ritell.org


In Your Handout Packet:

February 2013 | Volume 55 | Number 2
Honor Students’ Language Diversity
Liliana X. Aguas

Needs of ESL Students

- Accepting Environment
- Academic Language
- Recognition of Culture
- Content Instruction
- ESL Instruction
- Consideration for Testing and for Daily Assignments
- Meaningful Context
- Initial Placement in Academic Classes
Deep Culture

- Importance of time
- Values
- Child-rearing beliefs
- Ideas about leadership
- Ideas about fairness
- Ideas about friendship
- Ideas about modesty
- Religious beliefs
- Norms of behavior
- Perspectives on life
- Understanding of the natural world
- Concept of self
- The importance of work
- Concepts of beauty
- General world view
- Concept of personal space
- Rules of social etiquette

Table 7.3 Cultural Variables in the Classroom

- Wait time
- Individual or group response
- Feedback & who should give it
- Eye contact
- Proximity
- Guessing
- Volunteering

CULTURAL DIFFERENCES AND SCHOOLING

Expectations for use of language at home may differ from expectations for language use in school:

- a) children as conversational partners
- b) child-initiated talk; amount of talk expected
- c) child-adult eye-contact
- d) “showing off” vs “learning by watching”
- e) male vs. female discourse rules
IMPLICATION

◆ ELLs may not be fully engaged in classroom activities because they are not familiar or comfortable with classroom cultural styles

Culturally Responsive Teaching/Learning Environments

- Curriculum and Materials
- Classroom Interactions: amount of adult guidance expected, individual vs. group response, eye contact during instruction, comfort w/ guessing, volunteering
- Teaching Approaches: traditional teacher-centered; cooperative learning experiences, exploration, open discussion, student-led instruction, peer feedback
- Resource Management (time/wait time, space, how teaching staff are used (teacher vs. paraprofessional)
- Counseling and Parent Outreach Efforts

Learn About Your Students' Cultures

- Consult a Member of the Student's Home Culture About the Norms In Their Group
- Ask Fluent Speakers About Cultural Aspects of Language That Are Relevant to the Classroom—Physical Distance Between Speakers, Eye Gaze, Turn-Taking, Initiating Talk
- Read About the Various Languages and Different Cultural Norms and Customs of Your ELLs

Visit RITELL's Resources

www.ritell.org


Stages of Intercultural Development

3. How to Identify and Use Students' English Language Proficiency Levels to Shape Instruction
WIDA Standards

Five Standards
- **Standard 1**: Social and Instructional Language
- **Standard 2**: The language of Language Arts
- **Standard 3**: The language of Mathematics
- **Standard 4**: The language of Science
- **Standard 5**: The language of Social Studies

Organization of Standards
- grade level clusters:
  - PreK-K
  - Grades 1-2
  - Grades 3-5
  - Grades 6-8
  - Grades 9-12
- language domains:
  - listening
  - speaking
  - reading
  - writing

Proficiency Levels
- Level 1: Entering
- Level 2: Beginning/Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

CAN-DO Descriptors
Can-Do Descriptors

Purpose:
- indicate what language ELLs can process or produce
- used for
  - differentiating instruction
  - planning lessons
  - assessing students’ progress
  - helping general education teachers understand what their ELL students can be expected to do

Organization

- grade level clusters:
  - PreK
  - Grades 1-2
  - Grades 3-5
  - Grades 6-8
  - Grades 9-12
- language domains:
  - listening
  - speaking
  - reading
  - writing
- proficiency levels:
  - Entering
  - Beginning/Emerging
  - Developing
  - Expanding
  - Bridging

Let's Try this Out!

1. Get in a group of three people.
2. With your group read your “Can-Do” Descriptors and decide whether the domain is Reading, Writing, Listening, or Speaking.
3. Write the domain on the chart in the left hand column space.
4. Now you will decide what proficiency level each row of indicators reflects (ex. Emerging, Developing, etc.).
5. Once your group decides where each set of indicators belongs on the chart, share your chart with the rest of your table.

GOOD LUCK!

http://www.wida.us
For more information and to download the standards
4. How to Take Advantage of Students’ Home Language Literacy

See Supporting and Using the L1: Tips for Teachers

Provide Plenty of Books in the L1

- Send books home for the students to read alone or with family members (including recorded books)
- Use high quality books that are originally written in the home language; not translations
- Use books that invite story telling in any language (wordless picture books; simple picture books)
- Purchase many books for the school library and encourage students and families to use L1 collections in community libraries.

Other Ideas for Use of L1

- Have students read a story or expository text in the home language on a topic that you will teach; Have students jot down some notes about what they learned about the topic using their home language
- If you or your paraprofessional is able, use the home language to preview a topic to prepare students; Use the home language to review a topic
- Students can read the English version and then confirm what they understood by examining the home-language version
- Have ELLs bring in reading material from the home—such as newspapers, magazines or books

Investigate the Uses of L1 Literacy in the Community

- Ask your students if they or their parents write to friends or family members in the home language
- Investigate the public library for L1 materials and L1 services (computer lessons, etc.)
- Investigate stores, billboards and signs for evidence of print in other languages; See if there are any L1 Bookstores, or L1 newspapers and magazines
- See if there are events in the community that involve literacy such as meetings, plays and exhibits
- Are there after-school or weekend schools that promote literacy in the home language?

Visit RITELL’s Resources
www.ritell.org

5. How to Prepare Students for Content Learning


Also Consult ColorinColorado.org
5 Principles of Teaching Content to ELLs

Jim Cummins

5 Principles of Teaching ELLs:

- Language and Content Objectives
  - Frontload the Lesson/Building Background Knowledge
  - Provide Comprehensible Input
  - Enabling Language Production/Extending Language
  - Assessment of Language and Content Objectives

Connect to and Assess Prior Knowledge

- What might your students know about this topic from their prior experience?
- What might they not know about this topic? What could you imagine would be specific to the US context?

Contextualized Learning

- What visuals will you need? (Smartboard, Elmo, Other visuals)
- What recorded materials are possible? (Webpages, i-pad apps, etc.)
- What manipulatives or realia could be used?

What activities can you include to build language & concepts together?

Read the Three Pillars of English Language Learning Then Follow Along With the Video as Jim Cummins Outlines 5 Principles of Teaching ELLs

http://video.multicastmedia.com/player.php?p=e8b8gm8o
Not Providing Language Learning Opportunities
repeating; choral response predominate

How We Get Off Track

Not Monitoring Turn Allocation
open ended questions (who can tell me... does anyone know...)

Too Much Use of Sequential Participation Structures
14 wait while 1 responds

USE TPTs

TPTs are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied.

EASY TPTs

• Hold Up Cards/White Boards
• Think Pair Share
• Quick Writes/Draws
• Chalkboard Splash (Give a prompt, ask students to put up their replies on the board/chart paper in specific spots, looks for commonalities and differences; vote)
• Numbered Heads Together
• Thumbs Up/Down
• Line Ups and Inside-Outside Circle

Resource Articles For You!
Want ESL Certification?

www.rictesl.org

Next Informational Meeting:
March 25
4:30-5:30
SU 422
Take GRE/MAT soon if interested

ESL Certification Cohort IV
Offered by Rhode Island College's M.Ed. in TESL Program

A fast track to the ESL Certificate for Early Childhood, Elementary, and Secondary teachers. 404.456.8789

Want More Information About ELLs? Come to Our RITELL Conferences!

SAVE THE DATE!
RITELL's Spring Conference Announced!

ELLs and the Common Core: Strategies and Resources for Teachers.
May 6, 2013.
Rhode Island College Student Union Ballroom

Nancy Cloud
Professor of Education, Coordinator of ESL, Director of TESL Program

Want to Learn More?
www.ric.edu/tesl

Prepare for the Future! Become an ESL Professional! Come Study with Us!

M.Ed. in TESL Program at Rhode Island College

Become an ESL Professional! Come Study with Us!

TESL 553
Research Methods, Analysis, and Application

TESL 551
Sociocultural Foundations of Language Minority Education

TESL 549
Language Acquisition and Learning

TESL 507
Language for Language Specialists with International Concerns

TESL 530
Applied Linguistics in ESL

TESL 523
Sociocultural Foundations of Language Minority Education

TESL 516
Teaching Reading and Writing to ESL Students

TESL 522
Internship in English as a Second Language

TESL 521
Teaching English as a Second Language Program

Want to Be an ELL Specialist?

Visit Our Website:
www.ric.edu/tesl

M.A. in Teaching English as a Second Language Program

The M.Ed. in TESL Program at Rhode Island College is regionally accredited by the New England Association of Schools and Colleges and is fully approved to offer the TESL Certificate by the Rhode Island Department of Education. This program is under the direction of Dr. Nancy Cloud, Coordinator of the ESL Program.

Susan co-piloted the M.Ed. in TESL Program at Rhode Island College and received her doctorate in Portland State University, Oregon. She is currently the Director of the TESL Program at Rhode Island College. She has over 20 years of experience in the field of TESL and is the author of a book on TESL and ESL education.

Special Financing of the Program

The M.Ed. in TESL Program at Rhode Island College is supported by the Rhode Island Department of Education through a federal Perkins Grant. This program is also supported by the Rhode Island Higher Education Assistance Corporation (HEC) through a Perkins Grant. The M.Ed. in TESL Program is also supported by the Rhode Island Department of Education through a federal Perkins Grant. This program is also supported by the Rhode Island Department of Education through a federal Perkins Grant. The M.Ed. in TESL Program is also supported by the Rhode Island Department of Education through a federal Perkins Grant. This program is also supported by the Rhode Island Department of Education through a federal Perkins Grant. The M.Ed. in TESL Program is also supported by the Rhode Island Department of Education through a federal Perkins Grant.

Please give us feedback using forms on table!

nccloud@ric.edu
Spetronio_1605@email.ric.edu