



FOCUSED on Second Language Acquisition Instruction

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Need / Data

2015 STAAR	State %	Region %	District %	ELLs %	Difference
Reading	77	73	87	71	-16
Math	81	79	87	63	-24
Writing	72	71	88	76	-12
Science	78	75	88	68	-20
Social Studies	78	72	86	66	-20

2015 PBMAS	STAAR Cut Point	Bilingual	ESL - STAAR	EOC Cut Point	ESL- EOC
Reading	70-100	76.9	70.8	*Report Only	50.3
Math	70-100	75.7	83.2	60-100	66.7
Writing	70-100	76.5	68.8	w/Rdg	w/Rdg
Science	65-100	61.4	68.8	60-100	79.7
Social Studies	65-100	N/A	56.6	60-100	78.9



Need / Data

2016 STAAR 5	District %	ELLs %	Diff.
Reading	87	76	-11
Math	91	82	-9
2016 STAAR 8	District %	ELLs %	Diff.
Reading	90	62	-28
Math	97	90	-7

Spr 2016 EOC	District %	ELLs %	Diff.
English I	75	34	-41
English II	64	20	-44
Algebra I	89	69	-20
Biology	94	78	-16
US History	95	63	-32



FOCUSED Second Language Acquisition

“Focused:

- Pre-teach academic and social vocabulary to support comprehension during instruction
- Build background to ensure comprehension during academic tasks
- Organize group configurations to support all ELLs, especially those at the beginning and intermediate levels
- Use formative and summative assessments consistently to adjust the level of linguistic accommodations provided”

(TEA, ELPS Instructional Tool, p. 9)

Objectives for Today



Content Objective

- Establish a common vocabulary
- Define “Focused Second Language Acquisition”
- Describe various instructional activities and materials

Language Objective

- Discuss common misconceptions about Second Language Acquisition
- Share ideas/challenges/experiences in developing language skills in English
- Share ideas for implementation of co-teaching approaches



Why is this important?

To develop language proficiency in English

To improve the achievement of students

To ensure all students have access to grade-level expectations of the general curriculum

To meet state and federal accountability mandates



Why is this important?

Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum

§74.4 English Language Proficiency Standards (ELPS)

- (b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:
 - (4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require **focused**, targeted, and systematic **second language acquisition instruction** to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.



Why is this important?

Texas Educator Standards

- Standard 1 – Instructional Planning and Delivery
 - B – developmentally appropriate, standards-driven lessons
 - B ii – Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students
 - B iii – Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals
 - C – diverse learners, adapting methods
- Standard 2 – Knowledge of Students and Student Learning
 - A – belief that all students have the potential to achieve
 - A ii – create a community of learners in an inclusive environment
 - B – acquire, analyze, and use background information to engage students in learning
 - B ii – understand the unique qualities of students with exceptional needs...and know how to effectively address these needs through instructional strategies and resources



Why is this important? – T-TESS

- *Dimension 1.1 Standards and Alignment – All activities, materials and assessments that...are appropriate for diverse learners*
- *Dimension 1.2 Data and Assessment – analysis of student data connected to specific instructional strategies*
- *Dimension 1.3 Knowledge of Students – adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students*
- *Dimension 1.4 Activities – activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students*
- *Dimension 2.4 Differentiation – adapts lessons to address individual needs of all students; provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught*

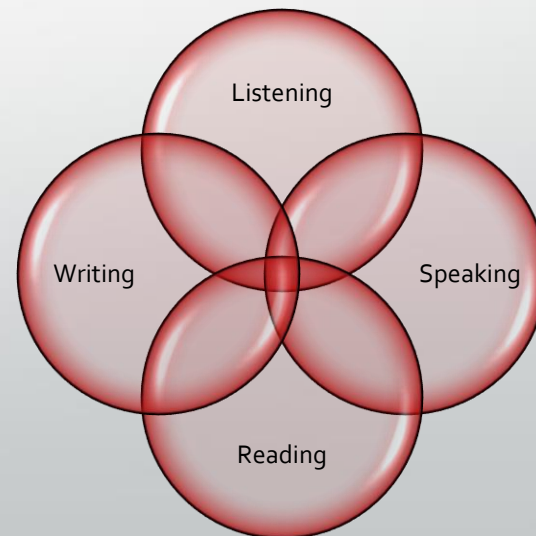


Common Vocabulary



What is second language acquisition?

- It is the process of learning a second or target language
- It is an interdependent process—
 - Progression of skills in the four language domains are developed simultaneously
 - Listening
 - Speaking
 - Reading
 - Writing





What is second language acquisition?

4 language domains can be divided into 2 categories

Receptive Skills

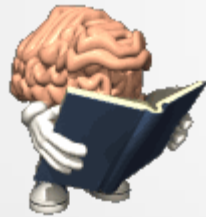


Expressive Skills



Receptive Skills

- Listening
- Reading



Receptive Skills



Input skills needed when students are receiving language

Necessary for comprehension and attainment of the English language and academic content



Expressive Skills

- Speaking
- Writing



Expressive Skills



Output skills that students need in order to express themselves

- Personal ideas
- Content knowledge

Output skills allow teachers to check for understanding and adjust instruction accordingly



What is second language acquisition?

Selecting and planning instructional tasks must implement
a multitude of learning interactions
promoting the development of receptive and expressive skills
simultaneously

Proficiency in all four language domains is needed for ELLs' success



What is second language acquisition?

Students progress through a series of predictable states of skills from simple to complex as they acquire a second language

Krashen (1982)

- Advance through stages in a particular order
- Progress not always at the same rate of speed
- Duration at each stage may also vary



What is second language acquisition?

Content that is focused, targeted, and systematic accelerates the learning of content and language

- Instructional activities and materials provide support necessary to transition from one level to the next



What does “focused” second language acquisition mean?

Second Language Acquisition Instruction

Instruction that provides opportunities to listen, speak, read, and write at the students' current levels of English development while gradually increasing the linguistic complexity of the English students read and hear and are expect to speak and write

Focused

Instruction and academic tasks are specifically designed with an emphasis on promoting students' English language development (ELD)



Focused

- Pre-teach academic and social vocabulary to support comprehension during instruction
- Build background to ensure comprehension during academic tasks
- Organize group configurations to support all ELLs, especially those at the beginning and intermediate levels
- Use formative and summative assessments consistently to adjust the level of linguistic accommodations provided



Pre-teach academic and social vocabulary

Done BEFORE the activity, teaching content, or reading a story

- to support comprehension DURING instruction
- Students identify words
- Students can place them in context and remember them



Pre-teach academic and social vocabulary

How?

By using English as a second language (ESL) methods such as:

- Role playing or pantomiming
- Using gestures
- Showing real objects
- Pointing to pictures
- Doing quick drawings on the board
- Using the Spanish equivalent and then asking students to say the word in English



Pre-teach academic and social vocabulary

For mastery of more complex words/concepts, you might want to follow these six ESL steps:

- Pre-select a word from an upcoming text or conversation.
- Explain the meaning with student-friendly definitions.
- Provide examples of how it is used.
- Ask students to repeat the word three times.
- Engage students in activities to develop mastery.
- Ask students to say the word again.



Build background

- to ensure comprehension during academic tasks
- Note: knowledge is not just accumulating facts
- Students need to develop **knowledge networks**, comprised of clusters of concepts that are coherent, generative, and supportive of future learning in a domain. Here's how we do it:



Build background

How?

- Teach words in categories
- Use contrasts and comparisons
- Use analogies
- Encourage topic-focused wide reading (depth)
- Embrace multimedia



Build background

How?

- **Teach words in categories**
 - Say a list of words
 - Name the category
 - Categories of objects begin to develop concepts
 - Use of generic nouns (fruit) has been shown to be highly related to language and vocabulary development



Build background

How?

- **Use contrasts and comparisons**
 - Further their understanding of categories and concepts
- **Use analogies**
 - It is another type of comparison
 - Compares 2 things usually thought to be different
 - Help build knowledge
 - Compares something new to something known
 - Can also use similes or metaphors



Build background

How?

- **Encourage topic-focused wide reading (depth)**
- **Embrace multimedia**
 - Not a replacement for real-life experiences
 - Provides a wealth of information
 - Can introduce students to important words and concepts in a highly motivating way
 - Can build a shared knowledge base among all of your students



Organize group configurations

Keep options fluid and flexible – provides opportunities to work with different classmates in different ways

- to support all ELLs
- especially those at the beginning and intermediate levels



Organize group configurations

Eight Classroom Grouping Techniques

Random Grouping	Achievement or Ability Grouping
Social (Cooperative) Grouping	Interest Grouping
Task Grouping	Knowledge of Subject Grouping
Skill/Strategy Grouping	Student Choice Grouping



Random Grouping

Membership: Arbitrary grouping

Focus: management and forming groups of equal size

Benefit: Helps students get to know each other better



Achievement or Ability Grouping

Membership: similar achievement levels or academic strengths

Focus: target/develop specific skills

Benefit: students receive instruction at their instructional level



Social (Cooperative) Grouping

Membership: group members have a role; mixed ability

Focus: practice new skills

Benefit: development of a community of learners; learning is a social act; development of leadership skills; development of social skills; support from others in a small group setting



Interest Grouping

Membership: Assigned or self-selected grouping based on interest in a particular topic of study

Focus: study a particular topic to develop depth of knowledge

Benefit: students become “experts” on a topic; support in the learning process



Task Grouping

Membership: students who are successful in given types of activities

Focus: division of labor; building on strengths

Benefit: further development of a particular skill/ability; contribution to the group goal; feeling of belonging and accomplishment which boosts self-confidence



Use formative and summative assessments

- Can be formal and/or informal
- consistently
- to adjust the level of linguistic accommodations provided



Use formative and summative assessments

Formative Assessment	Summative Assessments
Form; Development; Progress	Sum; Summary
Given throughout the unit/school year	Given at the end of the unit/school year
<ul style="list-style-type: none">• Gauge progress in English proficiency• Review and adjust linguistic accommodations used in instruction• Plan for instructional interventions• Plan for linguistic accommodations to be used during state assessment	<ul style="list-style-type: none">• Measure progress from year to year• Measure mastery of grade level curriculum• Measure knowledge at the completion of a unit of study



Teacher Observation as Formative Assessment

Teachers watch how their ELLS:

- interact informally with them and other students
- understand and use English
 - when receiving academic instruction and completing class work
 - during cooperative learning activities

Anecdotal Records; Reading Records; Observation Notes



Monitoring Student Progress

Avoid common pitfalls that distort the accuracy of grades:

Do	Don't
Grade only based on achievement	Include student behaviors (effort, participation, adherence to class rules, etc.)
Provide support	Reduce marks on "work" submitted late
Organize and report evidence by standards/learning goals	Organize information in grading records by assessment methods or simply summarize into a single grade
Compare each student's performance to pre-set standards	Assign grades based on student's achievement compared to other students
Involve students in assessment and grading to promote achievement	Leave students out of the grading process



How does this fit with Sheltered Instruction?

Sheltered Instruction Components
Lesson Preparation
Building Background
Comprehensible Input
Strategies
Interaction
Practice & Application
Lesson Delivery
Review and Assessment



How does this fit with Collaborative Strategic Reading (CSR)?

CSR Components

Preview

Read; Brainstorm;
Predict

Click & Clunk

Clunks & Fix-Up
Strategies

Get the Gist

Main Idea

Wrap Up

Question & Review



How does this fit with Writing Across the Curriculum (WAC)?

WAC Components
Read
Think
Write



Curriculum Documents

- Know your content TEKS
- Plan according to your students' proficiency level(s) and academic level(s)
- Incorporate opportunities for students to develop English language skills in each of the 4 domains



Comments / Questions



References

- TEA
- Chapter 74.4 English Language Proficiency Standards
- *ELPS Instructional Tool* (TEA)
- *Navigating the ELPS in the Social Studies Classroom* (John Seidlitz & Bill Perryman)



Contact Information

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