

A B C D E F

**SUPPORTING THE NEEDS
OF LIMITED ENGLISH
PROFICIENT (LEP)
STUDENTS**

A B C D E F

A

B

C

D

E

F

**VICKY BRIOSO
BILINGUAL/ESOL , TITLE III
COORDINATOR**

BILINGUAL/ESOL READING RESOURCE TEACHERS

BARBARA DAY

BUNNY FRYE

AMALIA PARES-POMERANTZ

VIVIAN SUAREZ

754-321-2965

A

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The Office of English Language Acquisition in the U.S. Department of Education reports that between 1990 and 2000, the population of students learning English as a second Language in America's schools doubled from 2.2 million to 4.4 million.

(Education Week 2003)



Broward County Public Schools Statistics

(February 2005)



Broward County

276,185 students

Total Enrollment

**Foreign Born Student
Enrollment**

42,421

56 Languages

168 Countries

Broward County Public Schools

(February 2005)



LEP Student Enrollment
27,159 (13%)

Monarch High School
193 (Total LEP)

Spanish **16,263**
Haitian-Creole **6,926**
Portuguese **1,127**

83
8
91
others **11**

Broward County Public Schools

(February 2005)



**LEP Student Enrollment
36,714 (13%)**

Spanish	16,609
Haitian-Creole	6,988
Portuguese	1,204

What does “ESOL” mean?

English for

Speakers of

Other

Languages

What does “LEP” mean?

Limited

English

Proficient

PRIMARY OBJECTIVE OF THE ESOL PROGRAM...

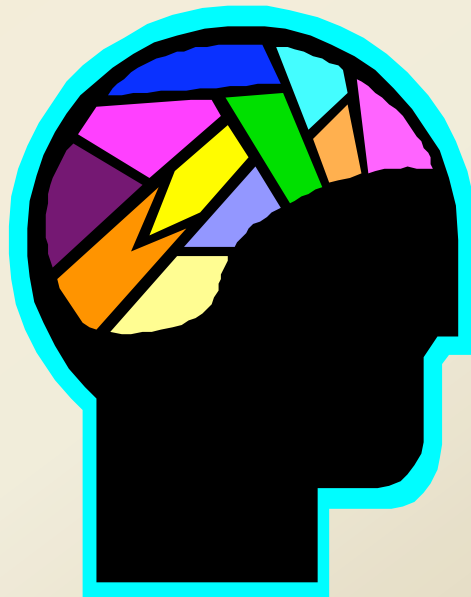


**Help LEP students
develop competent levels
of the English language
to:**

- **communicate in social settings**
- **achieve academically in all content areas.**
- **use language in socially and culturally appropriate ways.**

Language Acquisition Is a Long-Term Process

Language learning is a complex, multifaceted process that encompasses academic and cultural knowledge as well as basic communicative skills.



Di Tri Berrese

Uans appona taim uas tri berrese: mamma berre, pappa berrere, e bebi berre. Levi inne contri nire foresta. NAISE AUS. (No mugheggia) Uanne dei pappa, mamma, e beibi go tooda bice, a furghette locche di doore.

Multiple factors influence rates of acquisition:

- 🍏 *Educational background*
- 🍏 *1st language literacy level*
- 🍏 *Learning style*
- 🍏 *Cognitive style*

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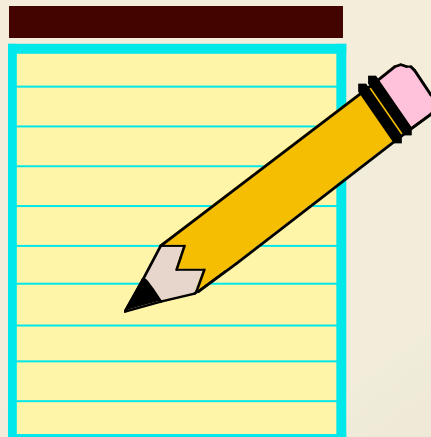
D

E

F

What has been your experience with ELL?

(Questionnaire)



Language Acquisition

BICS

CALP

LANGUAGE ACQUISITION

Basic

Interpersonal

Communication

Skills

Cognitive

Academic

Language

Proficiency

TIMEFRAME



LANGUAGE CLASSIFICATION

**Aural/Oral
Language
Proficiency
Test**

A1 A2 B1 B2 C1 C2

Beginning▶ Advanced

Newcomers
Low Level English
Proficiency

A1-A2

Students comprehend
more complex messages
than they can produce.

“Silent Period”

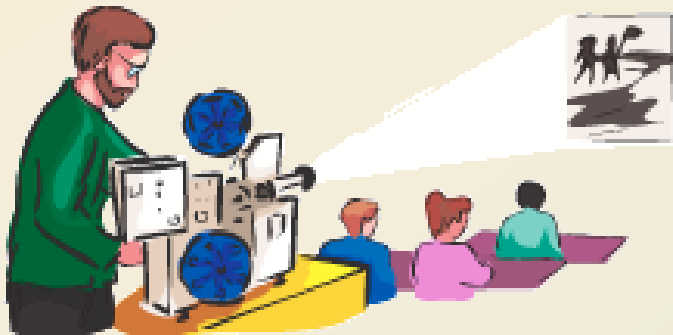
A1-A2

ELL Student

Follow simple commands

Point

Respond with movement



ELL Strategies

- ✓ **Use simplified speech**
- ✓ **Use gestures/acting out**
- ✓ **Use pointing**
- ✓ **Use frequent repetition**
- ✓ **Use props, visuals**
- ✓ **Model/demonstrate**
- ✓ **Include flash cards, pictures,**
- ✓ **Teach survival vocabulary**
- ✓ **Modify text**

Basic/Intermediate

A2-B1

ELL students

ELL Strategies

One word responses
Short utterances



- ✓ Use language in a relevant way
- ✓ Ask questions that can be answered with *yes/no* and *either/or* responses

Examples

A2-B1

- **Yes/No - Are you hungry?**
- **Either/or - Is this a book or a pencil?**
- **What is this? It's a _____**
- **General Question - What is in your book bag?**

Encourage lists of words



**Direct error correction for students at these stages is inappropriate. You need to model/demonstrate the correct response in context.*

Beginning of more fluent
Verbal Communication



B1-B2

**Respond in the form of more
complex phrases and sentences.**

B1-B2

ELL Students

They will use the language more freely with peers.



ELL Strategies

🍏 Ask questions:

-why?

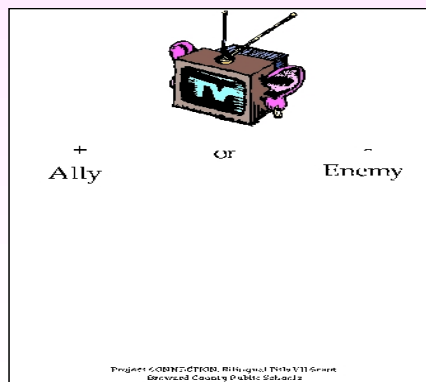
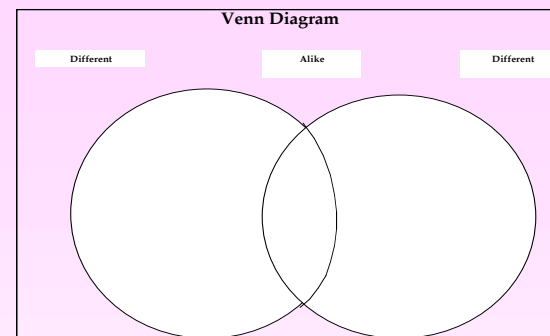
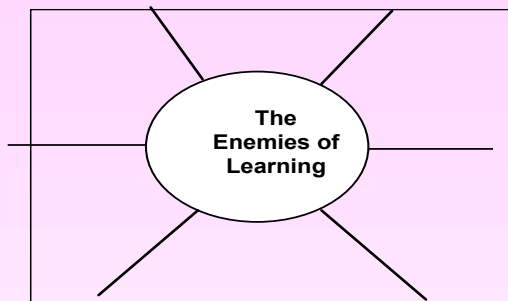
-how?

-describe...

-talk about...

Use graphic organizers, visuals, objects, focus on key points. Review grade level vocabulary; use dictionary/thesaurus.

Graphic Organizers



K What we know	W What we want to know	L What we have learned

Video Clip

Graphic Organizers

What makes this a successful strategy
for LEP students?



One Sentence Summary Frame Example

This article/information/story about _____ begins with the idea that _____, develops the idea that _____, and ends by saying _____.

Comparison Frame

_____ (is, are) the same as _____ in several ways. First of all, _____. Secondly, _____. In addition, _____. Finally, _____. It is clear that _____ and _____ are alike in many respects.

Intermediate/Advanced Level



B2-C1

- **Students will use the language in social settings fluently.**
- **They may have difficulties with abstract concepts.**

ELL Students

Participates in reading and writing activities to acquire new information.

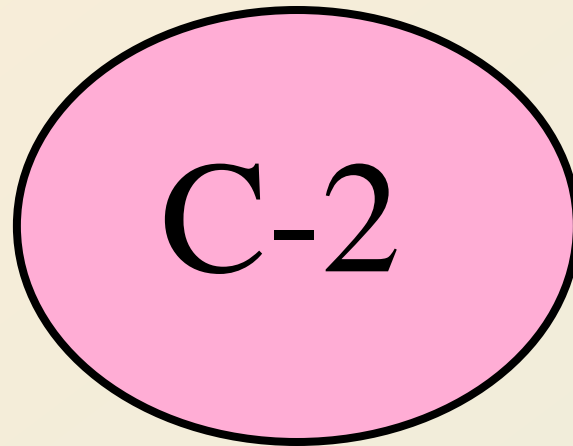


ELL Strategies

- ✓ Use graphic organizers to develop concepts.
- ✓ Expand literacy through content.

Use audio books and read alouds to model and assist with the development of fluency.

Advanced Level



- **Students will exit program**
- **Monitored for two years**

ESOL Instructional Strategies Matrix

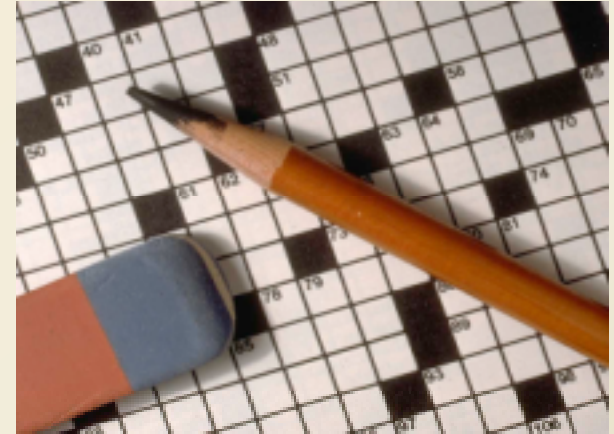
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
BILINGUAL/FOREIGN LANGUAGE/ESOL EDUCATION DEPARTMENT – ESOL
INSTRUCTIONAL STRATEGIES MATRIX

A. Methodologies/ Approaches	<u>A1</u>	Total Physical Response (TPR)	E. Modified Class Work (Based on Level of English Proficiency)	<u>E1</u>	Vary Complexity of Assignment	
	<u>A2</u>	Natural Approach		<u>E2</u>	One-on-One Instruction with Teacher or Aide	
	<u>A3</u>	Cognitive Academic Language Learning (CALLA)		<u>E3</u>	Modify Nature of Assignment/Timing/Scheduling	
	<u>A4</u>	Whole Language Approach		<u>E4</u>	Substitute Diagram for Paragraph	
	<u>A5</u>	Language Experience Approach (LEA)		<u>E5</u>	Use of Home Language for Instruction/Bil.Dictionaries	
	<u>A6</u>	Retelling a Story		<u>E6</u>	Explain Key Concepts	
	<u>A7</u>	Activating Prior Knowledge		<u>E7</u>	Repeat/Paraphrase/Slow Down	
B. Visuals • Graphic Organizers	<u>B1</u>	Flow Charts	F. Multicultural Resources	<u>E8</u>	Vocabulary with Context Clues	
	<u>B2</u>	Maps		<u>E9</u>	Reading with a Specific Purpose	
	<u>B3</u>	Charts		<u>E10</u>	Use Simple, Direct Language (Limit Idioms)	
	<u>B4</u>	Graphs		<u>E11</u>	Use all Modalities/Learning Styles	
	<u>B5</u>	Pictures		<u>E12</u>	Provide Meaningful Language Practice	
	<u>B6</u>	Semantic Webbing/Mapping		<u>E13</u>	Drills (Substitution, Expansion, Paraphrase, Repetition)	
	<u>B7</u>	T-Charts		<u>E14</u>	Matching with Visuals	
	<u>B8</u>	Venn Diagrams		<u>E15</u>	Unscramble Sentences, Words, Visuals	
	<u>B9</u>	Story Maps		<u>E16</u>	Categorize Vocabulary	
	<u>B10</u>	Timelines		<u>E17</u>	Context Clues	
	<u>B11</u>	Computer/Software		<u>E18</u>	Outline Notes	
	• Other Audio/ Visuals	<u>B12</u>		Realia	<u>E19</u>	Directed Reading/Thinking Activity (DRTA)
		<u>B13</u>		Videos/Films/CD ROM	<u>E20</u>	Semantic Feature Analysis
		<u>B14</u>		Demonstrations	<u>E21</u>	SQ3R (Survey, Question, Read, Recite, Review)
<u>B15</u>		Captioning	<u>E22</u>	Summarizing		
<u>B16</u>		Labeling	<u>E23</u>	Notetaking		
<u>B17</u>		Music/Songs	<u>E24</u>	Wordbanks		
<u>B18</u>		Jazz Chants/Raps	<u>E25</u>	Repetition		
<u>B19</u>		Cassettes-Music/Books	<u>E26</u>	Question-Answer Relationship (QAR)		
<u>B20</u>		Language Master	<u>E1</u>	Guest Speakers		
C. Interactive Strategies • Cooperative Learning Activities		<u>C1</u>	Peer Buddy	G. Alternative Assessment Instruments	<u>E2</u>	Use of Community Resources
	<u>C2</u>	Small Group Activities	<u>E3</u>		Cultural Sharing	
	<u>C3</u>	Pairs and Threes	<u>E4</u>		Varied Holiday Activities	
	<u>C4</u>	Jigsaw	<u>G1</u>		Interview	
	<u>C5</u>	“Corners”	<u>G2</u>		Content Retelling	
	<u>C6</u>	Think/Pair/Share	<u>G3</u>		Content Dictation	
	<u>C7</u>	Group Reports, Projects	<u>G4</u>		Cloze Procedure	
	<u>C8</u>	Panel Discussions/Debate	<u>G5</u>		Graphic Representation	
	<u>C9</u>	Choral Reading/Read Around Groups	<u>G6</u>		Student Self-rating and Evaluation	
D. Other Interactive Strategies	<u>D1</u>	Field Trip	<u>G7</u>	Teacher Rating Checklist		
	<u>D2</u>	K-W-L (Know/Wants to Know/Learned)	<u>G8</u>	Writing Sample		
	<u>D3</u>	Role Play	<u>G9</u>	Group Testing / Flexible Setting		
	<u>D4</u>	Games	<u>G10</u>	Observation/Anecdotal		
	<u>D5</u>	Dialogue Journals	<u>G11</u>	Portfolio		

GOOD TEACHING STRATEGIES

Modifications and Accommodations For LEP Students:

- Flexible Setting (G-9)
- Flexible Scheduling (E-3)
- Limited Assistance in the Heritage Language(E-5)
- Use of Heritage to English Dictionary (E-5)



“Can make a difference”



If these students come to think of themselves as unique, free to choose their identity, to emphasize their racial and ethnic group ties as much or as little as they wish, and if they come to understand that they belong in the country in which they live, they will have an excellent chance of going far if they acquire solid skills.

*Abigail Thernstrom and Stephan Thernstrom
No Excuses: Closing the Racial Gap in Learning*

Remember.....

**Successful Schools
Incorporate:**



 ***Second Language Acquisition***

 ***The Use of Second Language Instructional Strategies***

 ***A Safe and Welcoming Place***



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**FOR FURTHER ASSISTANCE
CONTACT THE BILINGUAL/ESOL
READING RESOURCE
TEACHERS AT:**

754-321-2965

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