

# **ESOL TRAINING COURSE**

## **CAT III**

# **ISSUES & STRATEGIES FOR TEACHING LEP STUDENTS**

**For School Psychologists, Speech/Language  
Pathologists, & Social Workers**



**Instructions for participants appear on the next page.**

**Instructions for Participants**  
**CAT III**  
**18-hour ESOL Inservice**  
**Issues & Strategies for Teaching LEP Students**  
(for School Psychologists, Speech/Language Pathologists, & Social Workers)

- ❑ Plan ahead...Register early through the ESS (Employee Self-Service). Print out your confirmation of registration from your ESS and bring it to the first session. Double-check information ahead of time in case you have to make any changes. Participants **MUST** cancel from an event at least 24 hours prior to the start date and time through ESS. Instructions can be found at the web address [http://www.broward.k12.fl.us/hrms/ess/business\\_event\\_registration.htm](http://www.broward.k12.fl.us/hrms/ess/business_event_registration.htm)
- ❑ Double-check, via ESS, whether you have been “firmly” booked for the business event. **DO NOT SHOW UP AT AN EVENT IF NOT REGISTERED. THERE WILL BE NO EXCEPTIONS, EVEN IF THERE IS AVAILABLE SPACE.** (Trainers are instructed not to let anyone start a course if they did not register.)
- ❑ ESOL Training Schedules are sent to Inservice Facilitators, ESOL Contact Persons and Area Student Services Offices. Schedules are generally sent via CAB and e-mail 6 - 8 weeks in advance. You can download schedules via our department web-site at [www.broward.k12.fl.us/esol](http://www.broward.k12.fl.us/esol).
- ❑ To receive inservice points, you must attend both sessions of this workshop, complete a group project in class and complete a homework assignment. Instructions for the group project and homework assignment will be given in class.
- ❑ **BCPS employees ONLY:** You need to complete your business event appraisal, via ESS, immediately after your Final Session or with the assistance of your School Inservice Facilitator. Negligence to do so, will delay the processing of your coursework!
- ❑ Please download, print and bring the following to the first session:
  - Checklist for the 18-hour ESOL Inservice for School Psychologists, Speech/Language Pathologists, & Social Workers
  - Verification of ESOL Training form
- ❑ If you are a **non-Broward County, Charter/Private school teacher**, please make sure that you complete a form entitled *Certificate of Completion of an Inservice Activity*. This form will be distributed at the final session (use ink, please & print legibly). Please return the form to your trainer before you leave.
- ❑ For questions, please contact Diane Wilen via CAB or at [diane.wilen@browardschools.com](mailto:diane.wilen@browardschools.com).

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**MULTICULTURAL & ESOL PROGRAM SERVICES EDUCATION**

**CHECKLIST FOR 18-HOUR ESOL INSERVICE  
Issues/Strategies for Teaching LEP Students for School Psychologists,  
Speech/Language Pathologists And Social Workers**

Component #52001005  
BET #10081470  
BE # \_\_\_\_\_

Orientation Session Date \_\_\_\_\_ Final Session Date \_\_\_\_\_

The following video tape/DVD units and related readings in the Participant Guidebook have been completed:

**Video/DVD Units**

**Participant Guidebook Units**

Unit I  
Date \_\_\_\_\_

Unit I  
Date \_\_\_\_\_

Unit II  
Date \_\_\_\_\_

Unit II  
Date \_\_\_\_\_

Unit III  
Date \_\_\_\_\_

Unit III  
Date \_\_\_\_\_

Unit IV  
Date \_\_\_\_\_

Unit IV  
Date \_\_\_\_\_

Unit V  
Date \_\_\_\_\_

Unit V  
Date \_\_\_\_\_

Unit VI  
Date \_\_\_\_\_

Unit VI  
Date \_\_\_\_\_

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Job Title

\_\_\_\_\_  
Personnel No.

Work Location: \_\_\_\_\_

\*\*\*\*\*

For Office Use Only

Date: \_\_\_\_\_

G.P.

Note: This form is only for Broward County Public School Teachers

**BROWARD COUNTY PUBLIC SCHOOLS**  
**VERIFICATION OF ESOL TRAINING FORM**

**IF YOU ARE A CATEGORY I TEACHER TEACHING  
PRIMARY ENGLISH OR LANGUAGE ARTS,  
DO NOT COMPLETE THIS FORM**

Please check the appropriate Category below:

Category II Teacher teaching Math, Science, Social Studies or Computer Literacy

Category III Teacher teaching all other subjects and/or assignments

**PERSONAL INFORMATION:**

TEACHER'S NAME: \_\_\_\_\_

PERSONNEL NUMBER: \_\_\_\_\_

CURRENT SCHOOL LOCATION: \_\_\_\_\_

SCHOOL PHONE NUMBER: \_\_\_\_\_

TEACHING ASSIGNMENT: \_\_\_\_\_

DATE LEP STUDENT ASSIGNED: \_\_\_\_\_

MM/DD/YY

CERTIFICATION COVERAGE HELD: \_\_\_\_\_

**INSERVICE INFORMATION:**

COMPONENT NUMBER AND TITLE: ISSUES & STRATEGIES FOR

TEACHING LEP STUDENTS CAT III

COMPONENT # 52001005 BET # 10081470

CE #

POINTS AWARDED: 18 DATE OF COMPLETION: \_\_\_\_\_

**COLLEGE CREDIT INFORMATION:**

(Please attach a copy of transcript or grade report to this form.)

COURSE PREFIX AND NUMBER: \_\_\_\_\_

COURSE TITLE: \_\_\_\_\_

GRADE RECEIVED: \_\_\_\_\_ SEMESTER HOURS EARNED \_\_\_\_\_

THE ESOL TRAINING OFFICE WILL SUBMIT THIS COMPLETED FORM TO THE CERTIFICATION DEPARTMENT ONCE YOUR INSERVICE POINTS ARE LISTED ON YOUR INSERVICE RECORDS. A TRAINING CERTIFICATE WILL BE ISSUED. PROCESSING TIME MAY TAKE 8-10 WEEKS.

# **ISSUES AND STRATEGIES FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

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**NOTICE: BEFORE YOU BEGIN TO READ THE FOLLOWING INFORMATION, VIEW VIDEO 1.**

**BACKGROUND INFORMATION--SOME QUESTIONS AND ANSWERS:**

*Why do I have to take ESOL inservice training?*

The Florida Department of Education and the Multicultural Education, Training, and Advocacy, Inc. (META) signed a consent decree which establishes requirements for all school personnel who are involved in the delivery of services to limited English proficient (LEP) students. [Note: The acronym PEP stands for "Potentially English Proficient" (student) and occurs throughout this Guidebook. PEP is synonymous with LEP. It should be noted that PEP is no longer being used in Broward County (1996).]

The goal of what has come to be known as the "META Consent Decree" is to insure equal educational opportunities for all PEP students. To help achieve this goal, the following 18-hour inservice was designed. Its purpose is to guide school personnel like yourself in how best to understand and assist PEP students you come in contact with.

*Which teachers are required to take ESOL inservice training?*

Inservice in ESOL strategies is required for all teachers who provide instruction to PEP students. Teachers fall into three categories according to the subject area they teach.

Category I includes ESOL teachers and teachers who provide the primary English or Language Arts instruction to PEP students. They are required to obtain the ESOL endorsement on their certificates, either through inservice or university coursework.

Category II includes teachers of the basic subject areas--math, science, social studies, and/or computer literacy. They must take 60 inservice hours or one 3-semester hour college course.

Category III includes teachers of related subject areas such as art, music, physical education, vocational education, and other electives. Also included are speech pathologists, media specialists, and guidance counselors. These persons must take 18 inservice hours, and it is for this group that this inservice was designed.

*What exactly does the inservice focus on?*

(The following comments are based on a Florida Department of Education memorandum on required inservice training, dated October 2, 1990. Subject: Sample ESOL Components.)

In very general terms, the focus of the inservice is on the application of the theories, principles, and current research related to second language acquisition and cross-cultural understanding, as well as methods, techniques, and materials relevant to the development of ESOL evaluation instruments and curricula. The general objectives are to:

## 18-HOUR ESOL INSERVICE FOR INSTRUCTIONAL PERSONNEL

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1. Improve and enhance the participant's knowledge of ESOL curriculum.
2. Improve and enhance the participant's knowledge of materials appropriate with PEP students.
3. Demonstrate the ability to assess initial English language proficiency for placement and instruction.
4. Identify and/or develop instruments to determine the ability of students to function independently in regular classes for English speakers.
5. Enable participants to identify and apply major ESOL methodologies and approaches.

It should be pointed out that all of these objectives will take into consideration how ESOL relates to content area instruction.

### *What does the inservice consist of?*

The inservice is actually a self-instructional package, which you are expected to work on at your own pace. You will view some videotapes and complete several tasks, including a final project.

Read on for more detailed information about the inservice as well as specific instructions on how to complete it.

### **PRELIMINARY INSTRUCTIONAL INFORMATION:**

The purpose of this **Guidebook** is to assist you in fulfilling the 18-hour inservice requirement. This inservice is in the form of a self-instructional module, composed of the six study units in this **Guidebook** and a series of videotapes which accompany the units.

You are required to complete three different tasks for each unit:

1. View a videotape and complete a reading.
2. Test yourself on what you have learned.
3. Apply what you have learned to a final product (project).

The estimated amount of time to complete the tasks related to a given unit is three hours, so 6 units x 3 hours = 18 inservice hours. It is important that you do the six units in sequence, beginning with UNIT I, which sets the stage for the other units.

The videos which accompany this **Guidebook** will usually be found in the Media Center at your school. To check out a video, speak to the person in charge of your Media Center or follow the procedure specified by the District.

Instructions for testing yourself as well as for producing the final project are included in the separate units which follow.

## UNIT 1

### TOPIC: INTRODUCTION AND ORIENTATION

- I. Make sure you have viewed Video 1 and have then read the information on the preceding pages so you have an overview of this inservice training module and can more readily answer the questions on the first Self-Test.
- II. Take Self-Test 1. It's found at the end of this unit.
- III. Inservice Project Instructions:

Begin your inservice project by carefully reading the following general information:

General Project Information: As part of your work on each unit in this module, you will read and carry out instructions on how to put together your project. The end-product will be a series of one-page activities for use in your classroom or other setting in which LEP students are involved.

Each activity page you create will consist of information on "what to do" and "how to do it." The "what to do" part will be based on each unit's Topic, stated at the top of the initial page of each unit in this **Guidebook**. The "how to..." will be your description of a related task or activity involving your LEP students. When you've completed your five pages (one for each of five units), you will select one of them and implement it in your LEP setting. Then you will write a brief one-page report on this implementation process. Your final product then, will consist of a cover page, five pages of activity ideas and one page about your efforts to implement one of the activities. Your five activities should be described clearly enough so that any other qualified professional in your specialty area could also use them. The cover page and remaining six pages should be typed and double-spaced.

To begin your project, list the following information on a cover page:

Name:

Profession: (Teacher, Media Specialist, etc.)

School:

Classroom or other LEP Student Setting Description:

Class or Group Size: (state number of PEPs/regular students)

Grade Level(s):

Age Range:

ESOL Proficiency: (eg., beginners, intermediates, mixed)

## THE FIVE INSERVICE TOPICS FOR THE REMAINING UNITS

(Competencies for each topic appear beneath each topic heading.)

### I. *CULTURAL AND LINGUISTIC DIFFERENCES*

Adapt items from the school curriculum to cultural differences.

Adapt items from the school curriculum to linguistic differences.

Compare various instructional strategies used in ESOL classrooms with those used in regular English classrooms.

### II. *ESOL APPROACHES, METHODS, AND STRATEGIES*

Identify characteristics and applications of ESOL approaches.

Develop applications of the major ESOL methodologies and approaches in relation to the various needs of LEP students, e.g., language proficiency, age, interest level, and learning styles.

Apply multisensory ESOL strategies in relation to learning styles.

### III. *ESOL THROUGH CONTENT AREAS: APPROACHES AND STRATEGIES*

Describe the ESOL-through-content-area model.

Identify features and demonstrate applications of content-based ESOL approaches.

Determine strategies for content area teachers to use with LEP students.

### IV. *ESOL THROUGH CONTENT AREAS: VOCABULARY, READING, AND TESTING*

Identify content-specific vocabulary.

Identify features and demonstrate applications of content area reading instruction for LEP students.

Adapt content area tests to ESOL levels appropriate to LEP students.

### V. *LESSON PLANNING AND CLASSROOM MANAGEMENT*

Demonstrate effective lesson planning by providing multi-level ESOL activities for a variety of situations, such as individual, small group and whole group instruction, cooperative learning, and learning centers.

Plan lessons utilizing peer tutors, volunteers or aides.

Identify ESOL specific classroom management techniques for a multi-level class, e.g., choosing group leaders, arranging rooms according to teacher/student responsibilities, utilizing audiovisual materials, giving positive feedback, and using time wisely.

**SELF-TEST 1**

Complete the following statements:

1. "LEP" stands for \_\_\_\_\_
2. "PEP" stands for \_\_\_\_\_
3. In the video "Sing a Song Together," we learn that "PREP" stands for  
"Preparing Refugees for" \_\_\_\_\_
4. The purpose of this inservice is to guide school personnel like yourself in  
how best to \_\_\_\_\_
5. The three tasks involved in doing this inservice are:
  1. complete each unit in the **Guidebook** (read and take a Self-Test);
  2. view videos which accompany each unit; and
  3. \_\_\_\_\_

**NOW TURN THE PAGE AND CORRECT YOUR WORK.**

**ANSWERS TO SELF-TEST 1**

1. "LEP" stands for **Limited English Proficient** (students).
2. "PEP" stands for **Potentially English Proficient** (students).
3. In the video "Sing a Song Together," we learn that "PREP" stands for **"Preparing Refugees for Elementary Programs."**
4. The purpose of this inservice is to guide school personnel like yourself in how best to **understand and assist LEP students you come in contact with** (or some similar answer).
5. The three tasks involved in doing this inservice are:
  1. **complete each unit in the Guidebook** (read and take a Self-Test);
  2. **view videos which accompany each unit;** and
  3. **complete a final project** (or some similar answer).

**NOTE:** If you got two or more items wrong, view the video and read Unit 1 again. Then repeat **Self-Test 1**.

**NOW GO ON TO UNIT 2.**

## UNIT 2

### TOPIC: CULTURAL AND LINGUISTIC DIFFERENCES

#### COMPETENCIES:

Adapt items from the school curriculum to cultural differences.

Adapt items from the school curriculum to linguistic differences.

Compare various instructional strategies used in ESOL classrooms with those used in regular English classrooms.

#### STEPS TO FOLLOW:

- I. Read the contents of this unit and glance over the items in the Self-Test.
- II. View Video 2.
- III. Read over the unit again and make notes as to which point or theme you might want to use in your project activity for this unit.
- IV. Take Self-Test 2.
- V. **INSERVICE PROJECT**

For this Unit (2) and each of the four remaining inservice Units (3,4,5,&6), write one single-spaced page which consists of three paragraphs:

- In **Paragraph 1** you define and describe a theme or point which comes up in the Unit.
- In **Paragraph 2** you explain how an educator can use or apply the theme or point in a setting involving LEP students. (For example, for a teacher, the setting probably would be the classroom; for a media specialist, it would probably be the library.)
- In **Paragraph 3** you list any materials needed to carry out the activity described in Paragraph 2.

See the next page for more detailed PROJECT INSTRUCTIONS.

## PROJECT INSTRUCTIONS

### UNIT PAGE INSTRUCTIONS

Follow these steps:

1. For each unit's topic, choose a theme or point from what you've read in the Guidebook Unit and from what you've seen in the corresponding video. For example, for this unit you might choose the theme, "Cross-Cultural Understanding." (See page 9 for a sample of what your project page for Unit 1 might look like.)
2. In a short paragraph, define and describe the theme or point of the Unit--the "what" part of this page of your project. For example, demonstrate what "cross-cultural understanding" means. You might explain that it refers to building a bridge of communication between two cultures--for example, the native culture of (a) LEP student(s) and the culture of the United States.
3. Now write the "how" part of this page of your project. Describe how you would apply the theme or point in your LEP setting. For example, you might describe an activity to bring about cross-cultural understanding among the LEP students and the regular students in your class or at your school. Be sure to describe the activity step-by-step so any other educator could also carry it out.
4. State any materials you would use in the activity--eg., food items from each culture, costumes, pictures, or other realia.

**Remember, you can use the sample project page on the next page as a guide.**

### FINAL EVALUATION-PAGE INSTRUCTIONS

1. When you've completed the separate Unit pages described above, plan how you would evaluate your students' participation in the five activities. For example, you might decide to use portfolio assessment for Unit 2, a fill-in-the-blanks (cloze) test for Unit 3, etc.
2. Describe your evaluation techniques for each Unit on this final page of your project. Include specific examples when appropriate. For example, for a portfolio assessment, state the product students would be expected to come up with for their portfolios.

**-Sample Project Page -**

**ESOL INSERVICE PROJECT**

page 1

**ASSIGNMENT NO. 1 - UNIT 2**

**TOPIC: CULTURAL AND LINGUISTIC DIFFERENCES**

**Theme: Cross-Cultural Understanding**

**Theme Definition and Description:** Cross-cultural understanding refers to building a bridge of communication between two cultures for example, the native culture(s) of our LEP students and the culture of the United States--that of the other students.

The word "culture," when used in the context of school activities such as the one described below, refers to ...(include appropriate information from Unit readings here).....

.....  
.....

**Activity:**

1. Tell the LEP students to bring in pictures or make drawings of food items from their native land.
2. Have them use the illustrations to talk about customary dishes prepared with the items. If possible, have the students actually bring in samples of the food for the whole class to taste.
3. Invite the other students to ask the LEP students questions about the food. Help them get started by asking a question or two yourself--for example, "What plant is this tasty dish made from? Where does this plant grow?"
4. Now it's the other students' turn. Tell them to do the same thing for our culture--i.e., have them bring in pictures of typical American food and talk about it, etc...

**Materials:**

Pictures, drawings, actual food dishes (if possible)



**UNIT 2 READINGS**

**CULTURAL AND LINGUISTIC**

**DIFFERENCES**

**INTRODUCTION TO UNIT 2:**  
**CULTURAL AND LINGUISTIC DIFFERENCES**

Gerry Strei (1991)

The noted anthropologist, Edward Hall, writes in his classic study, *The Silent Language*, "Culture is the link between human beings and the means they have of interacting with others." He goes on to say, "A real understanding of what culture is ... will help people learn where they are and who they are. It will prevent them from being pushed around... ." Surely this applies to all of us, teachers and students alike. A respect for and an interest in the cultures of our LEP students will provide them with self-esteem and curiosity about U.S. culture.

Of course, the process of cultural education is a two-way street. Our students need a sound cross-cultural education--one in which they can learn to compare the patterns of behavior and attitudes familiar in their countries of origin with those from here, and then make any necessary adaptations or adjustments. In this cross-cultural process, teacher and LEP student learn from each other, as do LEP students and regular students. Dr. Hall dedicates his book as follows: "To my friends and colleagues from foreign cultures who taught me so much about my own culture."

Language and culture are intertwined and interdependent systems. Adopting a different culture involves acquiring or learning the language of that culture as well. And just as LEP students encounter differences between their own and the surrounding U.S. culture, they also encounter significant differences between their own languages and English. Although at first some of these differences seem to represent great barriers, they usually are not a hindrance to ultimate fluency in the target language. To better understand our LEP students, we need to be aware of the major differences which may occur between two languages.

Reference: Hall, Edward T. (1973). *The Silent Language*, Garden City, NY: Anchor Press.

## CULTURE\*

### KINDS OF CULTURES:

#### Surface Culture

Surface culture includes the products of artistic endeavor, achievements of intellectual and artistic genius, deeds of heroic valor and concepts of lofty spirit, and various modes of significant thought, genteel living and racial vigor.

#### Deep Culture

Deep culture involves the thoughts and beliefs and actions, the concerns and hopes and worries, the personal values, the minor vanities and the half serious superstitions, the subtle gradations of interpersonal relationships as expressed in actions and words, the day-by-day details of life as it is lived.

### ASSUMPTIONS ABOUT CULTURE:

- Culture is universal. All people have culture and, therefore, share in a common humanity.
- Culture is organized. There is a coherence and structure among the patterns of human behavior.
- Culture is stable, yet changeable. It is dynamic and manifests continuous and constant change.

### ELEMENTS OF SURFACE CULTURE:

1. Food food and culinary contributions
2. Holidays patriotic holidays, religious observances, and personal rites and celebrations
3. Arts traditional and contemporary music, visual and performing arts, and drama
4. Folklore folk tales, legends, and oral history
5. History historical and humanitarian contributions, and social and political movements
6. Personalities historical, contemporary, and local figures

**ELEMENTS OF DEEP CULTURE:**

1. Ceremony what a person is to say and do on particular occasions
2. Courtship and Marriage attitudes toward dating, marriage, and raising a family
3. Esthetics the beautiful things of culture: literature, music, dance, art, architecture, and how they are enjoyed
4. Ethics how a person learns and practices honesty, fair play, principles, moral thought, etc.
5. Family Ties how a person feels toward his or her family, friends, classmates, roommates, and others
6. Health and Medicine how a person reacts to sickness, death, soundness of mind and body, medicine, etc.
7. Folk Myths attitudes toward heroes, traditional stories, legendary characters, superstitions, etc.
8. Gestures and Kinetics forms of nonverbal communication or reinforced speech, such as the use of the eyes, the hands, and the body
9. Grooming and Presence the cultural differences in personal behavior and appearance, such as laughter, smile, voice quality, gait, poise, hair style, cosmetics, dress, etc.
10. Ownership attitudes toward ownership of property, individual rights, loyalties, beliefs, etc.
11. Precedence what are accepted manners toward older persons, peers, and younger persons
12. Rewards and Privileges attitudes toward motivation, merit, achievement, service, social position, etc.
13. Rights and Duties attitudes toward personal obligations, voting, taxes, military service, legal rights, personal demands, etc.
14. Religion attitudes toward the divine and the supernatural, and how they affect a person's thoughts and actions
15. Sex Roles how a person views, understands and relates to members of the opposite sex, and what deviations are allowed and expected

## 18-HOUR ESOL INSERVICE FOR INSTRUCTIONAL PERSONNEL

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- |     |                     |   |
|-----|---------------------|---|
| 16. | Space and Proxemics | attitudes toward self and land; the accepted distances between individuals within a culture |
| 17. | Subsistence         | attitudes about providing for oneself, the young, and the old, and who protects whom        |
| 18. | Taboos              | attitudes and beliefs about doing things against culturally accepted patterns               |
| 19. | Concepts of Time    | attitudes toward being early, on time, or late  |
| 20. | Values              | attitudes toward freedom, education, cleanliness, cruelty, crime, etc.                      |

### POINTS TO REMEMBER ABOUT CULTURE:

1. What seems logical, sensible, important, and reasonable to a person in one culture may seem irrational, stupid and unimportant to an outsider.
2. Feelings of apprehension, loneliness, and lack of confidence are common when visiting another culture.
3. When people talk about other cultures, they tend to describe the differences and not the similarities.
4. It requires experience as well as study to understand the many subtleties of another culture.
5. Understanding another culture is a continuous and not a discrete process.

**\*From: "Recognizing Cultural Differences in the Classroom," Training Module 111: National Origin Desegregation; developed by Frank Gonzalez, Ph.D.; Intercultural Development Research Association; San Antonio, Texas, 1988.**

## CULTURAL CHARACTERISTICS RELATED TO EDUCATION\*

### HAITIAN STUDENTS:

- The majority of Haitian schools are segregated by gender; therefore, students tend to feel uncomfortable with being in "mixed classes," especially in physical education. Haitian students need to understand the concept of "dressing out" for P.E. because it is culturally inappropriate to undress and dress in front of others, even when the others are the same gender.
- In schools in Haiti, desks are not individualized as in the U.S. Therefore, students are accustomed to being seated together. In U.S. schools, Haitian students may often feel isolated when seated at individual desks, and they may initially become restless as result of this unfamiliar seating arrangement.
- Haitian students also become restless because of the unfamiliar democratic philosophy of the teacher and the peer group.
- Audiovisual aids are virtually nil in Haitian schools; students generally study geography without using current maps, or any maps at all.
- Classroom texts are scarce, if any. Students who have the money to buy them pass the books around to peers to be hand copied.
- There are few, if any, outlets for implementing experiential learning. Most Haitian schools do not have laboratories. Classes take few field trips. Guidance counseling and counselors are unheard of; classrooms teachers are expected to perform this task.
- Haitian students are used to learning by rote, especially at the primary level. They are exposed to an expository style in which all materials are memorized and then recited. Critical and independent thinking are not encouraged in the typical Haitian school.
- Corporal punishment is the vehicle for enforcing and accomplishing discipline.
- The Haitian teacher is highly feared and highly respected by both the students and the parents. The teacher occupies a higher social status than the parents; his/her authority tends to be absolute. Haitian students are used to strong leadership and are unaccustomed to the democratic principles and atmosphere found in U.S. schools.
- Communication between teachers and students is very formal, and usually one-way (from teacher to students). Such communication is linked to the students' social class.
- Haitian students may be auditory rather than visual learners because of their strong oral traditions.

- Exceptional Student Education (ESE) is practically unheard of in the Haitian school system. Therefore, parents are unfamiliar with the concepts and services associated with special education.
- Parent groups, such as the PTA or PTO, do not exist in Haiti; parents are not expected to be involved with school officials as partners in their children's education

\*T. J. Medina & I. M. Mevs, 1990.

**THE HAITIAN STUDENT IN YOUR CLASSROOM:\***

- may feel alone and different (isolated) from the rest of the school population.
- may isolate him/herself from other students for fear of being rejected.
- may isolate him/herself from other Haitian students for fear of being known as one of the "refugees," boat people, etc. with all its attending negative connotations.
- may have low self-esteem because of stigma attached to Haitian refugees.
- may withdraw or engage in disruptive behaviors because of academic frustrations.
- may be hostile if he/she feels he/she is being rejected or ridiculed.
- is very cooperative when he/she perceives he/she is being treated fairly.
- was educated/enculturated in Haiti to be very docile and respectful of adults.
- may be inaccurately labeled because of lack of information about his/her background.
- does not have enough role-models in the schools.
- may often be financially deprived and not able to participate in extracurricular activities, go on field trips or dress like other students.
- may be reluctant to give information about family or friend for fear of immigration.
- may be misunderstood because he/she exhibits customs and habits which may differ totally from the rest of the school population.
- may be absent quite frequently because family ties (including the extended family) may require him/her as an older sibling to stay home and care for younger siblings who may be ill.

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- may be absent quite frequently because he/she, once some English is acquired, is expected to assist in translating re: payments of utilities, banking, grocery shopping, doctor's visits, etc.
- may begin to mimic his/her African American counterparts' behaviors and attitudes in order to "fit in" and in order to avoid the "Haitian" stigma.
- may resist engaging in classroom activities that require critical independent thinking.

\*Adapted from: "The Haitian Student in Your Classroom," Reine Leroy, Dade County Public Schools.

### HISPANIC STUDENTS:\*

- The term "Hispanic" is not perceived as appropriate by many of the Spanish-speaking cultures represented in the U.S. The term is an imposed one on all those cultures which share Spanish as a common language along with similar cultural traits.
- Religion pervades all segments and levels of life for most Hispanic cultures. Religious holidays take precedence even over attendance at school for many Hispanic cultures, particularly for Cubans and Puerto Ricans. Religion is tied to education, government, and politics in many of the Hispanic cultures.
- Students from various Hispanic cultures may have been segregated by gender in school; therefore, they tend to feel uncomfortable with being in coeducational classes, especially in physical education. They need to understand the concept of "dressing out" for P.E. because it is culturally inappropriate to undress and dress in front of others, even when the others are the same gender.
- Hispanic students with previous schooling may come into the U.S. classroom with varied experiences of the classroom environment. Some students may have experienced the individual desk setting; others may have been seated with one, two, or several peers at the same work desk. Therefore, it is common to observe that some Hispanic students may feel isolated when seated at individual desks.
- Hispanic students may not be familiar or comfortable with the democratic philosophy of the teacher and the peer group.
- Hispanic students coming from various cultural backgrounds may not all have had the same educational experiences with respect to the use of audiovisual aids.
- Special education is only now beginning to be an acceptable concept in many of the Hispanic cultures. Children in need of special educational services are perceived to be a punishment for some wrong committed by the parent(s) or some close family member.

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- Guidance counseling and guidance counselors are practically unheard of; the teacher's role incorporates those responsibilities.
- Hispanic students are used to learning by rote. Critical and independent thinking is not encouraged in many of the Hispanic countries/cultures.
- Corporal punishment is a vehicle for enforcing and accomplishing discipline.
- Hispanic groups tend to exhibit deep ethnocentric feelings within their respective groups, especially when comparing themselves to other Hispanic groups.
- Physical contact is quite common among most Hispanic groups.
- Children are expected to lower their eyes and not maintain visual contact with their elders, particularly when being reprimanded.

\*T. J. Medina & I. M. Mevs, 1990.

### WHAT WORKS WITH HAITIAN AND HISPANIC STUDENTS:\*

1. *Use the "Buddy System." Assign/appoint a student who speaks the newcomer's language and English to serve as a culture facilitator for the newcomer. The "Buddy":*
  - a. serves as translator, interpreter, role model for the newcomer
  - b. provides for initial levels of cooperative language learning
  - c. provides built-in learning strategies for the newcomer
  - d. gives "insights" from the student perspective
  - e. reduces the "affective filter" to facilitate second language acquisition and acculturation
  - f. helps the newcomer to increase his/her language use, language learning, and academic success
  - g. assists the newcomer to remain engaged in learning tasks
2. *Explain the "system" (school system).*
  - a. changing classes
  - b. school/classroom rules
  - c. materials and their use

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- d. asking/answering questions
  - e. "special" classes: music, P.E., art, etc.
  - f. tests and test processes
  - g. grading (in the Haitian and some Hispanic cultures, 50 = passing grade)
  - h. participatory learning activities vs. rote memorization
3. *Explain socially expected behaviors.*
- a. scolding does not equal harsh corporal punishment
  - b. respecting the "space" of others
  - c. understanding which situations are appropriate for "touching"
  - d. understanding when eye contact is appropriate
  - e. personal hygiene
  - f. male/female roles
  - g. appropriateness of language use (formal vs. informal)
4. *Raise students' self esteem.*
- a. learn to pronounce and spell names correctly
  - b. learn and use some Haitian Creole/Spanish (other languages); include praise not just commands
  - c. validate the cultures represented in the class/school; learn and share aspects of the Haitian, Hispanic, Asian, and other cultures
  - d. encourage and support the students' participation in school and community clubs
  - e. help form and sponsor a Haitian/Hispanic/Asian (other) club
  - f. demonstrate daily that the students are valued individuals
  - g. communicate daily high expectations of the students, academically and socially
  - h. include LEP students in every aspect of school life

\*T. J. Medina & I. M. Mevs, 1990.

### SOME CULTURAL DO'S AND DON'TS\*

- The OK hand signal is an extremely rude, sexually suggestive gesture in most Hispanic cultures, Haitian culture, Brazilian culture (and a few European cultures).
- Other hand gestures that are considered rude, offensive, or obscene to some Hispanic groups are: holding the thumb between the middle and index finger; extensive use of the hands to express feelings; pointing; and for specific Hispanic cultures, the "thumbs up" signal.
- It is common among Asians to use the head and/or eyes to indicate direction or to point.
- To avoid eye contact by lowering the eyes is a sign of respect for Haitian, Hispanic, Native American, and most Caribbean children.
- Touching and close bodily contact is very common in Haitian, Hispanic, Middle Eastern and Caribbean cultures.
- Religion and religious holiday observation is at the core of Haitian and most Hispanic cultures, especially because religion is closely tied to education, government, and other social functions.
- Punctuality is not as rigid a custom in the Haitian, Hispanic, or other Caribbean cultures, as it is to U.S. Americans. In some Hispanic cultures it is polite to arrive late for certain social functions.
- The concept of time for most Hispanic groups diverges from the U.S. American perspective. Most Hispanics behave polychronically, doing things and talking all at the same time. U.S. Americans tend to be monochronic, in that they tend to value the ability to accomplish things one at a time, and turn-taking in conversations is a highly desirable quality.
- The concept of Halloween is not well received by many Haitians and some other Caribbean cultures, especially younger children, because of the "resemblances" to spiritualistic beliefs.
- Use the right hand to distribute/give items to Arabs/Middle Easterners. Never give anything with the left hand as it is considered "unclean." The left hand is used for bodily hygiene.
- It is considered an insult to show the sole of your shoe(s) to a Thai or an Arab/Middle Easterner.
- Avoid touching the heads of Buddhist children and adults. The head is considered sacred since the soul is believed to reside there.

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- Beckoning with the index finger or with the palm facing upward is considered very rude to many Hispanics, Brazilians, and some Asian groups. Members of these cultural groups usually beckon each other with the palm of the hand facing down.
- Between members of the opposite sex, touching, and close bodily contact is not common in public in many of the Asian cultures; however, it is common among members of the same sex--i.e., holding hands and placing arms around each other.

\*Adapted from ESOL Training Manual, Palm Beach County Schools, 1991.

## PARENTS OF LEP STUDENTS: CULTURAL CONSIDERATIONS\*

1. The greatest source of cultural conflict(s) is what many parents consider to be a crisis of authority and discipline.
2. It is the perception of parents of LEP students that U.S. schools tend to foster individualism and independence in their children to the extent that they fail to learn social responsibilities toward the family. Parents of LEP students may often feel that U.S. schools seem to produce self-centered individuals who aggressively vocalize their rights and who arrogantly defy their parents' values.
3. Parents of LEP students tend not to participate in PTA/PTO and other parent-school groups. This is not due to lack of concern or interest; parent-school groups are not a part of their cultural experience. Parents of LEP students genuinely believe that it is up to the school/district personnel to decide policies and procedures without their intervention.
4. The role of family and all its members, as well as child-rearing practices may directly conflict with expectations of U.S. school personnel.
5. Parents of LEP students tend to experience great difficulty with "democratic" ideals to the extent that such ideals are reflected in U.S. classrooms and schools. Non-U.S. schools and school systems tend to be highly authoritarian and are closely connected to their respective governments.

### PARENTS OF LEP STUDENTS NEED TO:

- understand how U.S. school systems work, in general
- understand how their local school district and schools operate
- know what is expected of them by school and district personnel regarding:
  - participation in their children's education
  - participation in local parent-school groups and districtwide parent groups (eg., LEP Parent Leadership Council in Palm Beach County)
- understand how cooperating agencies work with their local schools/school districts
- understand their rights and responsibilities
- understand their children's rights and eligibility for instructional and other school-related services
- understand and assert their role(s) regarding parent training and parent involvement issues (eg., Florida Consent Decree/ESOL):

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- notifications
- monitoring procedures
- participation in decisions regarding ESOL Program services for their children
  
- understand assessment, programmatic and instructional issues, policies, and procedures regarding ESOL services
  
- understand the similarities and differences in regard to discipline
  
- understand how grading policies work in U.S. and district school systems as compared to those in their countries and cultures

\*Adapted by Inez Mevs for the ESOL Training Manual, Palm Beach County Schools, 1991.

## STRATEGIES FOR INVOLVING PARENTS OF LEP STUDENTS\*

1. Identify parents of LEP students and parents of the various cultural/ethnic groups represented in the schools and community who could assist in orientation/training sessions regarding school/district procedures:
  - a. ESOL Program Components
  - b. ESOL Program and related services
  - c. participation in monitoring procedures (Consent Decree)
2. Involve parents in the planning of parent group meetings and school activities. Solicit ideas from parents about those aspects of most interest to them.
3. Provide parents with information regarding appropriate procedures for dealing with school and district personnel (diffusing potential problems, as well as working to solve problems which arise).
4. Utilize parents as school volunteers for various functions, including instructional activities.
5. Emphasize the positive aspects concerning their children as much as possible. Remember that parents of LEP children perceive parent/teacher or parent/administrator conferences as events related to negative aspects concerning their children.
6. Encourage parent participation in multicultural education activities and events. Validation of their respective cultures improves communication and the two-way process of acculturation.
7. Utilize alternative methods of making contact with parents of LEP students. Minimize written contact and maximize human/personal direct contact in the language(s) parents understand (with minimal use of jargon). Rethink outreach and communication methods/strategies.
8. Incorporate non-threatening social events/activities into meeting plans. Social activities centered around cultural/ethnic groups are less threatening than formal meetings. When possible, involve their children in such activities and events to attract parent attendance.
9. Whenever possible, provide meetings in the parents' language(s). If not possible, provide for immediate translations so that all can focus on an idea or issue at the same time.
10. Become familiar with and develop a working knowledge of the various aspects and elements of surface and deep culture as they pertain to the various cultures represented in the schools, district, and community.

\*From the ESOL Training Manual, Palm Beach County School, 1991.

## GUIDELINES FOR MULTICULTURALLY-SENSITIVE CLASSROOM ACTIVITIES\*

1. *Choose activities that foster the valuing of diversity.*
  - a. stress commonalities
  - b. value all input, even that which is nonverbal and/or different
  - c. provide students with an opportunity to get to know each other and their lifestyles
  - d. avoid spotlighting one culture's behavior as contrasted with the mainstream; speak instead of cultural alternatives
  - e. emphasize process as well as product
  - f. present input in a variety of ways, verbally and non-verbally
  - g. encourage empathy-building activities (e.g., "how do you feel when you are in a new situation")
2. *Encourage interaction among students through grouping activities.*
  - a. goal of grouping is reflected in the way groups are formed
  - b. each student has a specific role to play in the group
  - c. task is explained simply and in easily accessible ways to ensure LEP understanding
  - d. group reports are structured around a task that ensures respect for each group's contribution
3. *Provide consistent reinforcement of multicultural learning.*
  - a. use of languages other than English (e.g., days of the week, simple commands, etc.)
  - b. recognition of holidays important to LEP students
  - c. sharing days where culture is the main focus
  - d. using community resources--field trips, invited guests, interviewing members of the diverse cultures

## CULTURAL BIAS IN TESTING

1. Students' perceptions and understanding of tests affect their scores on tests.
2. Cultural referents of the test items may be unfamiliar to LEPs.
3. Picture cues may be misunderstood by LEPs.
4. A culturally-insensitive teacher administering the tests may also bias the results.
5. The familiarity of the person tested with the type of behavior which the test taker expects can also bias the results.
6. The comfort factor for LEPs can bias the results. (e.g., Timed tests, essays, multiple choice, etc., may produce anxiety for different minority groups.) The motivation of LEPs regarding the test can also bias the results, (e.g., if they feel tests are unfair or not worth taking, or if they have had bad experiences with tests in the past).
8. Stereotyping students also can result in bias. (e.g., All Asian students are whizzes at math; all Hispanics have trouble with timed tests.)
9. Failure to recognize important physical or emotional characteristics of students may also reflect bias. (e.g., The Holocaust for Israeli students; students with physical or emotional disabilities may do poorly, etc.).
10. Format of test may prove difficult for various LEPs (e.g., writing compositions, giving an oral report, grammar vs. content).

\*Prepared by Barbara Lotito for the Broward County Schools, 1991 ESOL Summer Institute.

**EXAMPLES OF CULTURAL BIAS IN TESTING\***

- I. Test items which contain cultural referents which may bias the test:
- a test item in social studies asks LEP students who are from the tropics of South America to state the effect of a winter without snow on farming in the American Midwest.
  - a LEP student from an Arab country is shown a picture of a man, dripping wet, putting his wet shirt and his umbrella in a clothes dryer. (When asked what is incongruous or wrong in the picture, the student replies, "Men don't do women's work.")
- II. False assumptions which may bias tests:
- Students from Arab and Latin countries try to cheat on tests; therefore, special security measures should be taken when administering tests to these students--for example, they should be placed apart from the other students and monitored carefully during the test.
  - Students throughout the world by now are familiar with different basic kinds of tests such as multiple choice, and true and false, so we can use these standard formats for testing LEP students at all times.

**Correction of the above statement:**

- Students from other countries may not be familiar with certain test-taking techniques used in the United States; therefore, special instruction in "how to take tests" may be necessary prior to the administration of certain tests.

\*Gerry Strei (1991)

## LANGUAGE AND LINGUISTIC DIFFERENCES\*

As we all know, language plays a major role in the lives of our LEP students, both at school and in other settings. School personnel who deal with LEP students should be aware of the very important role which language plays in the academic and socio-cultural development of these students. The following facts about language in general and the differences which often exist between two given languages will better help you understand your students and the problems which may arise as they learn English.

### SOME FACTS ABOUT LANGUAGE:

1. Although there are many features common to all languages, such as a system of sounds and of grammar, each language has its own particular design.
2. No language is inherently difficult nor better than another.

(For someone to say, "English must be the most difficult language in the world to learn because of all those grammar rules and their exceptions!" makes little sense if applied to someone who finds English to be quite similar to their own language and therefore, rather "easy" to learn--e.g., a native speaker of German.)

3. From one language to another, there are different words for different things, and words are arranged in different ways to express different reactions to reality.

### LINGUISTIC DIFFERENCES:

Languages differ in four important ways. Our LEP students must deal with these four differences as they learn English:

1. **pronunciation**
2. **the form or shape words take**
3. **the way sentences are formed**
4. **meaning**

One example is the simple, one-to-one relationship between how words are spelled and how they sound in certain languages like Spanish and Haitian Creole. For example, in Spanish the letter "a" is always pronounced "ah," while in English "a" has four different pronunciations ("pat, pay, care, father"). Also, in Spanish and Haitian Creole, the adjective usually follows the noun, while in English the adjective precedes the noun (eg., in Spanish "casa bonita" = "house pretty").

Sometimes problems arise when our students take patterns already present in their native languages and use them in English. For example, in Spanish the verb "have" and not the verb "to be" is used to express age. As a result, a Spanish speaking child, in answer to the question, "How old are you?" might reply, "I have nine years." instead of saying, "I'm nine years old."

Pronunciation patterns often are transferred as well. A Spanish speaker's pronunciation in English of the word "crisis" may end up sounding like "creases" since that's how "crisis" is pronounced in Spanish.

It is important for those of us who deal with LEP students to be generally aware of the existence of linguistic differences between native and target languages, and of the fact that these differences may result in occasional problems for our students. However, we should not go out of our way to point out and correct student errors which result from these differences. If we do, the student may become especially self-conscious and have an even more difficult time learning the correct forms.

Here are some important points to bear in mind about students' errors and their correction:

1. Only focus on errors which affect meaning; not on those which affect form.
2. Give students a chance to discover their own errors and correct them.
3. Never stop a student in mid-conversation to correct an error; instead repeat or rephrase what the student has said in the correct form.

(For a more complete discussion of LEP student errors and their correction, see the last page of reading information in the next unit.)

\*Gerry Strei (1991).

## SECOND-LANGUAGE LITERACY\*

Second-language learners are not alike. They come to us with vast differences in their background knowledge and experience with print. Some come from countries with a high literacy rate where they learned to read in their own language; others are from cultures that have no written language and, therefore, have no reading skills to transfer to the task of reading in English. It is not enough to simply label a non-reader "illiterate" because different types of illiteracy demand different strategies.

Of those who cannot read English we can distinguish four types.

- **Preliterates**

These are learners who speak a language for which there is no written form. They have grown up in villages where there are no books, signs, or magazines. They often have no idea that those squiggles on the page, which we call print, are supposed to have meaning.

- **Non-literates**

These learners speak a language for which there is a written form that uses the alphabet, but they have not learned to read. They know that reading and writing have a purpose, and that those marks have meaning, but they have simply not learned these skills.

- **Semi-literates**

These students have the very basic skills of literacy, such as knowing how to write their names, but not much more than that.

- **Non-alphabetic**

These are literate learners from countries that do not have alphabetic language. Logographic systems, such as Chinese, and syllabic systems, such as Japanese, use characters that represent complete words or syllables instead of individual letters as we have in English. These learners have learned the skills of reading and need to transfer them to the new language, but do not need to start again from the very beginning, squiggles-are-words stage.

For those students who are literate in their own language, do not delay reading and writing until they have acquired advanced listening skills and oral fluency.

\*Law, B. and Eckes, M. (1990). The More than Just Surviving Handbook: ESL for Every Classroom Teacher. Winnipeg: Peguis Publishers, p. 73.

**SELF-TEST 2**

Answer **TRUE** or **FALSE**. Correct any **FALSE** statements.

- \_\_\_\_\_1. What seems logical, sensible, important and reasonable to a person in one culture may seem irrational, stupid and unimportant to an outsider.
- \_\_\_\_\_2. When people talk about other cultures, they tend to describe the similarities and not the differences.
- \_\_\_\_\_3. Audiovisual aids are virtually non-existent in Haiti.
- \_\_\_\_\_4. Special education is widely and highly accepted concept in many of the Hispanic cultures.
- \_\_\_\_\_5. Languages differ in the following aspects--pronunciation, the form or shape words take, the way sentences are formed, and meaning.

**NOW TURN THE PAGE AND CORRECT YOUR WORK.**

## ANSWERS TO SELF-TEST 2

TRUE 1. What seems logical, sensible, important and reasonable to a person in one culture may seem irrational, stupid and unimportant to an outsider.

FALSE 2. When people talk about other cultures, they tend to describe the similarities and not the differences.

**CORRECTION:**

**When people talk about other cultures, they tend to describe the differences and not the similarities.**

TRUE 3. Audiovisual aids are virtually non-existent in Haiti.

FALSE 4. Special education is a widely and highly accepted concept in many of the Hispanic cultures.

**CORRECTION:**

**Special education is only now beginning to be an acceptable concept in many of the Hispanic cultures.**

TRUE 5. Languages differ in the following aspects--pronunciation, the form or shape words take, the way sentences are formed, and meaning.

**NOTE:** If you got two or more items wrong, view the video and read Unit 2 again. Then repeat Self-Test 2.



## UNIT 3

### TOPIC: ESOL APPROACHES, METHODS, AND STRATEGIES

#### COMPETENCIES:

Identify characteristics and applications of ESOL approaches.

Develop applications of the major ESOL methodologies and approaches in relation to the various needs of LEP students, e.g., language proficiency, age, interest level, and learning styles.

Apply multisensory ESOL strategies in relation to learning styles.

#### STEPS TO FOLLOW:

- I. Read the contents of this unit and glance over the items in the Self-Test.
- II. View Video 3.
- III. Read over the unit again and make notes as to which point or theme you might want to use in your project activity for this unit.
- IV. Take Self-Test 3.
- V. Inservice Project Instructions:

Just as you did for the previous unit, choose a theme or point from the readings and video for this unit. Then write one page which describes the theme/point and provides a related activity.

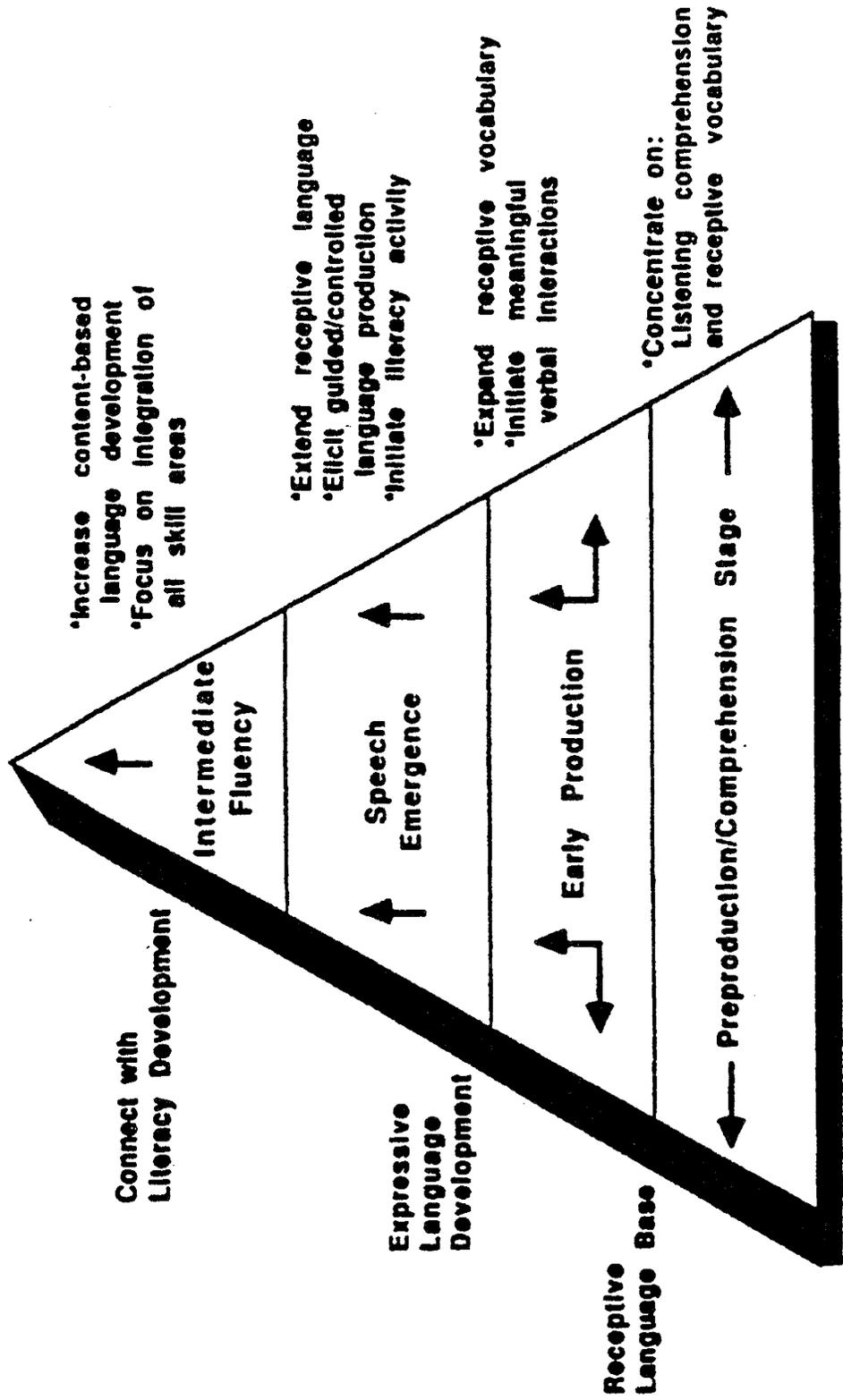
Example: For this unit you might choose "listening comprehension." Begin by defining and describing the theme or point--the "what" part of this page of your inservice project. For example, you would explain that listening is a receptive skill which precedes language production. You would go on to describe the type of listening comprehension you will focus on--for example, "listening to oral instructions or commands." Next you would write the "how" part of this page of your final project--describe how you would apply the theme or point to your LEP setting. For example, you might go on to describe a TPR (Total Physical Response) activity. ("I will model and then give oral instructions for the students to follow.") You should describe exactly what the oral instructions would be for, (e.g., "the steps in a recipe," "a gym routine," etc.), the place they would be carried out, and some actual sentence examples. ("Pour a cup of milk into the bowl.")



**UNIT 3 READINGS**

**ESOL APPROACHES, METHODS,  
AND STRATEGIES**

# A. ORAL LANGUAGE INSTRUCTIONAL SEQUENCE



## B. Developmental Stages of Acquisition

The acquisition of a second language progresses in four distinct stages, or levels of competence. The types of language activities that students are capable of at each stage vary with each level. In the following pages, basic types of activities are suggested for each of the four language stages.

### 1. Preproduction/Comprehension Stage

- Students communicate with gestures and actions.
- Lessons focus on listening comprehension.
- Lessons build receptive vocabulary.

#### Representative Comprehension/Preproduction Activities

Activities might include:

- Total Physical Response (TPR) Activities
- Language experiences
- Games
- Drawing/illustrating
- Looking for pictures to match vocabulary
- Listening to dramatizations
- Listening to skits, cassettes, videos, or filmstrips
- Music

Students respond by:

- Performing an act
- Pointing to an item/picture or writing the letter corresponding to a picture
- Gesturing or nodding
- Saying yes or no
- Saying the names of other students

2. Early Production/Stage

- Students speak using one or two words, or short phrases.
- Lessons expand receptive vocabulary.
- Activities are designed to motivate students to produce vocabulary which they already understand.

Representative Early Production Activities

Activities might include:

- All stage 1 activities
- TPR activities
- Language experiences
- Charades
- Role playing
- Open-ended sentences
- Interview with guidelines written out
- Charts, tables, and graphs
- Newspaper ads
- Content activities

Students respond by:

- Yes/No answers
- One-word answers from either/or questions
- One-word answers from general questions:  
*who, what, when, where*
- Lists of words
- Two-word strings (usually with errors)

### 3. Speech Emergence Stage

- Students speak in longer phrases and complete sentences.
- Lessons continue to expand receptive vocabulary.
- Activities are designed to develop higher levels of language use.

#### Representative Speech Emergence Activities

Activities might include:

- All stage 1 and 2 activities
- TPR activities
- Language experiences
- Preference ranking
- Games
- Charts, tables, graphs
- Newspaper ads
- Group discussion
- Skits
- Music, radio, T.V. with cloze activities
- Filmstrips
- Readings
- Filling out forms
- Descriptions of visuals
- Writing simple compositions
- Content activities

Students respond by:

- Three words and short phrases
- Longer phrases
- Complete sentences
- Dialogues
- Extended narrative

4. Intermediate Fluency Stage

- Students engage in conversation and produce connected narrative.
- Lessons continue to expand receptive vocabulary.
- Activities are designed to develop higher levels of language use in content areas.
- Reading and writing activities are incorporated into lessons.

Representative Intermediate Fluency Activities

Activities might include:

- Content-based activities
- Semantic organizer activities
- Creative-arts based activities (poetry, drama, music, photographic essays)
- Creative writing activities (journals, joint books)
- Extended-reading activities
- Discussion activities
- Critical thinking skills activities (problem solving, decision-making, evaluation activities)

Students respond by:

- Extended discourse
- Paragraphs
- Narratives
- Creative writing (poetry, descriptive writing)

At this stage, the teacher designs activities to help students develop higher levels of language use, especially in the content areas. At the same time, she focuses on an integration of all skill areas. She includes more formal reading and writing activities into lessons. It is usually at this point that LEP students are able to function alongside their native English-speaking classmates and, in a sense, are "mainstreamable;" however, in Broward County they continue to receive language instruction in ESOL classes.

**ACTIVITIES/MATERIALS WHICH CAN BE USED  
DURING THE DEVELOPMENTAL STAGES  
OF SECOND LANGUAGE ACQUISITION**

***PREPRODUCTION STAGE***

- A. Realia!
- B. Hands-on!
- C. Total Physical Response (TPR)
- D. Visuals
- E. Interaction With English-Speaking Students

***EARLY PRODUCTION***

- A. Open Dialogue
- B. Interview With Questions
- C. Open-ended Sentence(s)
- D. Charts, Tables, Graphs
- E. Newspaper Ads
- F. Pictures

***SPEECH EMERGENCE & INTERMEDIATE FLUENCY***

- A. Poetry
- B. Role Play and Drama
- C. Affective Activities
- D. Music
- E. Games

This and the preceding five pages were taken directly or adapted from:

**Multisystem: Systematic Instructional Planning for Exceptional Bilingual Students, developed by Nancy Cloud, Division of Training, Evaluation & School Services, Institute for Urban and Minority Education, Teachers College, Columbia University, NY (1989).**

**DEFINITIONS: ACTIVITIES AND MATERIALS FOR USE  
DURING THE DEVELOPMENTAL STAGES OF  
SECOND LANGUAGE ACQUISITION\***

*Realia* are objects from real life, especially useful in teaching vocabulary. For example, a piece of realia could be an apple which the teacher would hold up when teaching such words and phrases as "apple, a piece of fruit, peeling, stem," and so on.

*Hands-On* refers to tactile activities in which students handle items which they are learning about.

*Total Physical Response*, or *TPR*, as it is commonly known, is primarily a listening comprehension activity in which students respond to oral commands by performing certain actions. For example, the teacher first models actions such as "Open your book. Now close it." and then has students perform the actions.

*Visuals* are the use of drawings, pictures, charts, and other graphic representations.

*Interaction with English-Speaking Students* is self-explanatory.

*Open Dialogues* are structured in such a way that the student is prompted to speak according to a given pattern. For example, the teacher might begin by saying "How old are you?" followed by the student's response, followed by the teacher saying, "Oh, that's a great age."

*Interviews with Questions* are similar to open dialogs and consist of a series of teacher or peer initiated questions around a central theme. For example, the teacher might ask the student a series of questions about his or her family. Of course, during the early production stage, questions would most likely prompt only one or two word responses.

*Open-ended Sentences* are statements which the teacher initiates and the student completes with one or two words. For example, the teacher, holding up her pencil, says in a prompting fashion "This is my \_\_\_\_\_." and the student completes the sentence by saying "pencil."

*Charts, Tables and Graphs, Newspaper Ads, and Pictures* are all self-explanatory.

Activities and materials at the *Intermediate Fluency Stage* involve complete discourse such as conversations and connected narrative. These include:

*Poetry* such as the creation or use of rap and haiku.

*Role Play and Drama* involve students in simulated real life language experiences. For example, in a role play the teacher might take the part of a postal clerk and ask the student to come to her and pretend to buy a stamp. Drama refers to activities which involve students in creating or performing their own skits, plays, or novel soap opera endings, as well as story-telling and sociodramas.

*Affective Activities* refers to all language behavior which involves emotions and which have as their goal the reduction of tension and the lowering of inhibitions. Such activities include problem solving discussions and posing and answering "Dear Abby" type questions.

*Music* has been proven to be one of the most effective ways to teach and acquire another language. This category includes the use of jazz chants, rap, cloze procedures in which students fill in the blanks with the lyrics as they listen to a song, and many other receptive and productive activities.

*Games* are another excellent and proven way to teach and acquire a second language. These include treasure hunts, crossword puzzles, "20 Questions," pass-the-word, and so on.

The activities for each stage shown here are cumulative--that is, activities from an earlier stage can also be used at later stages.

\*Gerry Strei (1991).

## SECOND LANGUAGE ACQUISITION

### PREPRODUCTION

#### Characteristics

1. Listening
2. LAS I or BSM 1-2 or Shy Student
3. Student responds non-verbally
4. 10 hours to 6 months exposure to English

#### Vocabulary

1. 500 receptive words
2. BICS development (Basic Interpersonal Communication Skills)

#### Teaching Strategies

1. 90% teacher talk
2. TPR
3. Modeling
4. Active student involvement
5. Who, what, where questions
6. Yes/No questions
7. Student follows commands
8. Use of pictures
9. Use of realia

### EARLY PRODUCTION

#### Characteristics

1. Continued listening
2. LAS 2
3. Student responds with one or two words and non-verbally
4. 3-6 months to 1 year of English

#### Vocabulary

1. 1,000 receptive words
2. 10% of vocabulary is expressive
3. Continued BICS development

#### Teaching Strategies

1. 50%-60% teacher talk
2. TPR with responses-verbal and non-verbal
3. Answers who, what, where questions
4. Role playing sentences
5. Completing sentences
6. Questions to be answered with phrases
7. Labelling (older learners)

### SPEECH EMERGENCE

#### Characteristics

1. Sight vocabulary (old learners)
2. LAS 3
3. Students speak in phrases and sentences
4. 1-3 years of English

#### Vocabulary

1. 7,000 receptive words
2. 30% of vocabulary is expressive
3. Continued BICS development

#### Teaching Strategies

1. 40% teacher talk
2. Poetry
3. Predicting
4. Comparing
5. Describing
6. Social interaction
7. How and why questions
8. Language experience
9. Problem solving
10. Group discussion
11. Labelling
12. Listing

### INTERMEDIATE FLUENT

#### Characteristics

1. May seem fluent but needs to expand vocabulary and CALP
2. LAS 4 or 5
3. Engages in dialogue
4. 3-4 years of English

#### Vocabulary

1. 12,000 receptive words
2. 70% of vocabulary is expressive
3. CALP development (Cognitive Academic Language Proficiency)

#### Teaching Strategies

1. 10% teacher talk
2. Essay writing
3. Language experience
4. Analyzing charts and graphs
5. Problem solving, evaluating
6. Continuing with how and why questions
7. Prewriting activities
8. Literary analysis

This and the following two pages were adapted by Inez Mevs and Terry Medina from workshops based on Tracy Terrell's "Taxonomy" and The Natural Approach: Language Acquisition in the Classroom by Stephen Krashen and Tracy Terrell (Alemany Press, 1983).

## TERRELL'S TAXONOMY

<u>STAGE</u>	<u>PERFORMANCE DESCRIPTOR(S)</u>	<u>ASK STUDENTS TO:</u>	
<b>PREPRODUCTION</b>	Kinesthetic	point choose match  draw use number	listen watch follow directions act out manipulate gesture
<b>EARLY SPEECH</b> Early Production	Kinesthetic, <u>and</u> one- or two- word utterances	name label number tell use	list categorize group answer manipulate
<b>SPEECH EMERGENCE</b> Intermediate Fluency	Kinesthetic, one- or two- words, <u>and</u> phrases, and simple sentences	describe recall retell compare read  follow written directions give or list steps	define explain summarize contrast write
<b>FLUENCY EMERGENCE</b>	Kinesthetic, words, phrases, sentences, <u>and</u> complex sentences	justify opinion examine create complete	defend debate analyze evaluate describe in detail

## SECOND LANGUAGE ACQUISITION

### DEVELOPMENTAL STAGES

#### **PREPRODUCTION**

- Students go through a silent period.
- Students communicate with gestures and actions.
- Lessons focus on comprehensible input.
- Lessons focus on communicative situations.
- Lessons build receptive vocabulary.
- More formal reading and writing activities are incorporated into the lessons.

#### **EARLY PRODUCTION**

- Students speak using one- or two-word phrases.
- Lessons expand receptive vocabulary.
- Activities are designed to motivate students to produce vocabulary which they already understand.
- The teachers' speech is a little slower than usual. The intonation is reasonably normal except that key words receive extra emphasis.
- Errors should be dealt with only indirectly.

#### **SPEECH EMERGENCE**

- Students speak in longer phrases and complete sentences.
- Lessons continue to expand receptive vocabulary.
- Activities are designed to promote higher levels of language use.
- Students continue to expand their utterances to include a wide variety of structures.

#### **INTERMEDIATE FLUENCY: TOWARD FULL PRODUCTION**

- Students engage in conversation and produce connected narrative.
- Lessons continue to expand receptive vocabulary.
- Activities are designed to develop higher levels of language use in content areas. They can be more demanding and challenging, but still within reach cognitively.

### ACTIVITIES/MATERIALS

#### **PREPRODUCTION**

- Realia, Realia, and More Realia!
- Hands-on, Hands-on, and More Hands-On!
- Total Physical Response (TPR)
- Visuals
- Active and Involved Student Interaction with English

#### **EARLY PRODUCTION**

- Open Dialogue (Planned Conversation)
- Interview With Questions and Guidelines Written Out
- Open-ended Sentence(s)
- Situation Open Sentence(s)
- Charts, Tables, Graphs, (especially those with numbers)
- Newspaper Ads
- Pictures

#### **SPEECH EMERGENCE AND INTERMEDIATE FLUENCY**

- Poetry (rap, haiku, cinquain, etc.)
- Role Play and Drama (soap opera, story telling, sociodrama, etc.)
- Affective Activities (decision-making, role switch, self/group collage, "Dear Abby", quotes, etc.)
- Music (jazz chants, rap, finger snaps, jump rope, etc.)
- Games (treasure hunts, guessing, crosswords, etc.)

## USING COMMUNICATIVE, NOT MECHANICAL, LANGUAGE TEACHING WITH LEP STUDENTS

It is important that natural, communicative language be used with LEP students. Therefore, the effective ESOL teacher limits the use of pronunciation drills in which students are asked to parrot words devoid of context. The wise ESOL teacher also limits the use of pattern practice and grammar drills. Most such drills have students mechanically manipulate language patterns in meaningless contexts. An example of this type of drill is one in which students change sentences from the affirmative to the negative--for example, "This is a book. This isn't a book." Research has shown that our students learn little or nothing from such drills. Recent studies have shown that students do gain competence and performance in a second language when their teachers follow a communicative approach to teaching--that is, one in which students gradually comprehend and communicate ideas rather than language rules or meaningless patterns, and where lessons emphasize communication rather than grammar rules or learning words in isolation.

Gerry Strei (1991).

*The Natural Approach*

**AN OVERVIEW:  
THEORY AND NATURAL APPROACH\***

In this section we provide a brief description of the Natural Approach preceded by a summary of the theory of second language acquisition that supports it. More detailed treatment of theory is contained in Chapter Two, while Chapters Three through Seven contain more specific information about how the approach works in practice.

We hope it will become clear to the reader that it is difficult and undesirable to present methodological principles of the Natural Approach without some reference to theoretical concepts. We keep the discussion of theory in this chapter to a minimum, however, and present only some of the central findings in language acquisition research that are helpful in understanding the Natural Approach. These findings are presented without argumentation, without supporting data for now, to allow the reader to get a global picture of the Theory easily and quickly.

***Acquisition and Learning***

The most important and useful theoretical point is the **acquisition-learning** distinction, the hypothesis that adult language students have two distinct ways of developing skills and knowledge in a second language. Simply, **acquiring** a language is "picking it up," i.e., developing ability in a language by using it in natural, communicative situations. Children acquire their first language, and most probably, second languages as well. As we shall see in Chapter Two, adults also can acquire. They do not usually do it quite as well as children, but it appears that language acquisition is the central, most important means for gaining linguistic skills even for an adult.

**Language learning** is different from acquisition. Language learning is "knowing the rules," having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought. Many researchers now believe that language acquisition is responsible for the ability to understand and speak second languages easily and well. Language learning may only be useful as an editor, which we will call a **Monitor**. We use acquisition when we initiate sentences in second languages, and bring in learning only as a kind of after-thought to make alterations and corrections.

Conscious rules have therefore a limited function in second language use; we refer to conscious grammar rules only to make changes or corrections. These changes can come before the sentence is actually spoken or written, or they can come after (self-correction). The function of conscious learning seems even more limited when we consider that in order to Monitor our speech successfully, that is, in order to make corrections, several conditions have to be met: (1) the

second language user has to have time to inspect the utterance before it is spoken; (2) the speaker has to be consciously concerned about correctness; and (3) he has to know the rule. In natural conversation, all of these conditions are rarely met. Normal conversation tends to be quite rapid, and the speaker's attention is usually on what is being said, not how it is being said. In addition, our conscious knowledge of grammar covers only a small portion of the rules of a language. On the other hand, all three conditions are met quite well on grammar tests. These are usually written rather than oral and are designed to make students think about language form and not the message; they usually focus almost exclusively on rules that have just been taught in the classroom. In this situation, knowledge which has been learned is, of course, of great help.

Knowledge of conscious rules can be helpful in situations other than formal grammar exams. In writing and in prepared speech, performers do have time to apply conscious knowledge of the second language and can use this knowledge to improve the form of their output by Monitoring. Ideally, learning will supplement acquired competence in such cases, performers using learning to supply aspects of language that have not yet been acquired. Such items may not add much to the communicative value of the output, but they may give a more polished, a more "educated" look. In writing, learning may also be useful for some spelling and punctuation problems.

Difficulties arise when performers, especially beginners, become over-concerned with correctness in communicative situations, trying to check their output against conscious rules at all times. This overuse of the Monitor results in hesitancy and subsequent difficulty in participating in conversation. Ideal or optimal use of the Monitor occurs when second language speakers use the rules they have learned without interfering with communication.

### *How Acquisition Takes Place*

We already know a great deal about encouraging language learning. Indeed, learning occupies the central position in language classes in all grammar-based approaches. If acquisition is more important than learning for developing communicative ability as the evidence suggests, we need to concern ourselves with the question of how people acquire. According to research in second language acquisition, it is thought that acquisition can take place only when people understand messages in the target language. Incomprehensible input (e.g., listening to an unknown language on the radio) does not seem to help language acquisition. We acquire when we focus on what is being said, rather than how it is said. We acquire when language is used for communicating real ideas.

While comprehensible input is necessary for acquisition, it is not sufficient. There are affective prerequisites to acquisition as every teacher and language student knows. Briefly, the acquirer has to be "open" to the input in order to fully utilize it for acquisition. According to research, factors that contribute to a low affective filter include positive orientation to speakers of the language, acquiring a low anxiety situation, and at least some degree of acquirer self-confidence.

Spoken fluency in second languages is not taught directly. Rather, the ability to speak fluently and easily in a second language emerges by itself, after a sufficient amount of competence has been acquired through input. It may take some time before any real spoken fluency develops. With many acquirers there is a **silent period** which may last from a few hours to several months, depending on the situation and the age of the acquirer. Initial production is typically not very accurate. Very early speech is quite flawed, with acquirers using mostly simple words and short phrases. It also contains few function words or grammatical markers. Gradually more complex constructions are acquired (as the acquirer obtains more comprehensible input), and the grammatical markers are "filled in."

### *The Natural Approach and Language Acquisition*

The first principle of the Natural Approach is that **comprehension precedes production**, i.e., listening (or reading) comprehension precedes speaking (or writing) abilities. This follows from the hypotheses presented earlier that acquisition is the basis for production ability and that in order for acquisition to take place, the acquirer must understand messages. Thus, the starting point in language instruction is to help acquirers understand what is being said to them. (This is, of course, also the case for acquirers not in classroom situations.) Some of the implications of this principle are that (1) the instructor always uses the target language, (2) the focus of the communication will be on a topic of interest for the student, and (3) the instructor will strive at all times to help the student understand.

The second general principle of the Natural Approach is that **production is allowed to emerge in stages**. These stages typically consist of: (1) response by nonverbal communication; (2) response with a single word: *yes, no, there, O.K., you, me, house, run, come, on*, etc.; (3) combinations of two or three words: *paper on table, me no go, where book, don't go*, etc.; (4) phrases: *I want to stay. Where you going? The boy running*, etc.; (5) sentences; and finally, (6) more complex discourse. Grammatical accuracy is very low in early stages and increases slowly with increased opportunities for communicative interaction and acquisition. For this reason in the Natural Approach the students are not forced to speak before they are ready. In addition, speech errors which do not interfere with communication are not corrected; while the correction of errors may help learning, acquired competence comes from comprehensible input.

The third general principle of the Natural Approach is that the course syllabus consists of **communicative goals**. This means that the focus of each classroom activity is organized by topic, not grammatical structure. Thus, a possible goal may be to learn to communicate about trips the students have taken or to be able to order a meal in a restaurant. Practice of specific grammatical structures is not focused on in these activities. Our claim is that grammar will be effectively acquired if goals are communicative. Ironically, if goals are grammatical, some grammar will be learned and very little acquired. Thus, even though we are very interested in producing students who can speak with correct grammar, communicative ability and not grammatical accuracy is emphasized in beginning comprehension and production stages.

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The final principle is that the activities done in the classroom aimed at acquisition must foster a **lowering of the affective filter** of the students. Activities in the classroom focus at all times on topics which are interesting and relevant to the students and encourage them to express their ideas, opinions, desires, emotions and feelings. An environment which is conducive to acquisition must be created by the instructor--low anxiety level, good rapport with the teacher, friendly relationship with other students; otherwise acquisition will be impossible. Such an atmosphere is not a luxury but a necessity.

**\*This Introduction was taken directly from The Natural Approach: Language Acquisition in the Classroom by Stephen Krashen and Tracy Terrell (Alemany Press, 1983), pp. 18-21.**

## THE NATURAL APPROACH TO ESL (ESOL)\*

The Natural Approach to teaching second language learning is based on the fact that a second language learner passes through stages not unlike those of a child learning his first language. A teacher of ESL should be aware of the progression of these stages. Lessons should be structured to encourage communication at the level at which the child is speaking and to provide opportunities to expand language production.

The goal of a Natural Approach language program is for students to successfully comprehend and communicate ideas. Lessons do not focus on learning words in isolation or on grammar drills; rather, the emphasis is on communication.

### PRINCIPALS OF THE NATURAL APPROACH

#### *Language is acquired naturally.*

The acquisition of language is a subconscious process. Language is acquired by means of comprehensible input. Comprehensible input is merely a message in which meaning is associated with verbal output. Small children receive comprehensible input in the form of countless daily messages, and thus successfully acquire their parents' language without any formal lessons or grammar skills. A second language can be acquired the same way.

#### *Students will acquire grammatical structures.*

According to the Natural Order Hypothesis, students will acquire grammatical structures and actually do so in a predictable order, whether or not formal grammar drill and practice are provided. Despite the variety of language spoken, certain grammatical structures consistently tend to develop first, while others emerge later on.

In Natural Approach programs, students are not expected to be concerned with correct grammatical syntax when presenting an idea. Formal grammar rules and guidelines are incorporated into lessons when the students have progressed beyond the early stages of comprehension and when the situation will not interfere with communication. Grammar rules and guidelines are most effective when incorporated as an "editing mode" for writing the target language.

#### *Speech, reading, and writing emerge.*

Natural Approach programs allow an initial silent period, when students are given comprehensible input without being required to speak. Beginning speech is typically incomplete and contains many errors. Reading and writing are introduced only after the students have progressed beyond the earliest stages of language development.

*Factors can affect the natural acquisition process.*

Regardless of the comprehensible input provided, the students' affective filter must be lowered in order for the input to be received. Factors such as boredom and high anxiety, commonly associated with second language learning, raise the affective filter and prevent the students from acquiring the language. To compensate for these factors, Natural Approach lessons are designed so that students are motivated in a nonthreatening environment.

*Teachers should not be overly concerned about the amount of time spent in any other stage.*

Speech emerges slowly, but naturally, at different moments for different individuals. Forcing oral production before the student is ready will at best delay language acquisition and force reliance on patterns or rote learning. At worst, it may create blocks against acquisition of the new language, blocks which later could prove to be quite difficult to remove. Comprehension always outruns production--a child will always be able to understand more than he can produce. More language will be acquired in a natural, relaxed setting, than in one that forces production and emphasizes correction.

**\*Based on and adapted from The Natural Approach: Language Acquisition in the Classroom by Stephen Krashen and Tracy Terrell (Alemany Press, 1983) for the ESOL Training Manual, Palm Beach County Schools, 1991.**

## TOTAL PHYSICAL RESPONSE\*

Total Physical Response is a method developed by James Asher (1982). It is one of the richest and most successful activities a teacher can use. TPR can involve a single student, a small group of students, or the entire class. Students are asked to respond physically to commands or directions, often in a game-like situation. TPR is an excellent tool for teaching beginning and intermediate ESOL students of any age level. The use of commands is a wonderful way to involve the student's whole body in active situations, to provide receptive listening time, and to reinforce the vocabulary and other concepts.

The underlying premise is that listening and understanding English language must come before the actual attempt to speak. The strategy is based upon the belief that language acquisition can be greatly accelerated through the use of body movement; therefore each lesson includes commands and actions that help the student learn through doing. By listening and responding physically to instructions to commands, students are involved to a greater extent than when they respond only verbally. In the relaxed fun atmosphere of a TPR lesson, students learn very quickly and efficiently. In TPR, students are not required to respond orally, they are simply asked to follow the directions given by the teacher.

Use TPR to introduce important survival verbs such as *walk, go, stop, turn, close, open, lock, unlock, sit, stand*. You can embed other important vocabulary with the commands in sentences such as, "Francisco, pick up the blue book and put it under the fire extinguisher."\*

TPR is primarily a listening activity, but can become a very rich and enjoyable activity involving all of the four language arts skill areas. Language learners are helped to make the speech-print connection if, once a series of commands is mastered, you write the series on the board for students to read and, if possible, copy for themselves. Realizing that the words they have just heard and responded to are the words they now see on the board is an important step. The students are learning listening skills without having to respond verbally. They are also learning to follow a sequence of directions with vocabulary they will be expected to know.

(Above adapted from: Law, Barbara and Mary Eckes (1990). The More Than Just Surviving Handbook, ESL for Every Classroom Teacher. Winnipeg: Peguis Publishers Limited, 142.)

For secondary students, the commands and situations may be modified, e.g., use manipulatives that pertain to the subject matter. Teachers can make modifications in TPR use in the content areas, such as science and math, to help students learn to follow instructions or master basic vocabulary.

Three types of physical involvement are covered by TPR commands.

1. total body response
2. manipulation of objects
3. manipulation of pictures

The basic TPR lesson plan should contain these three components:

1. The teacher models while giving the commands.
2. Two or three volunteers model with the teacher.
3. The students act out as the teacher gives the command.

When using objects or pictures, the teacher should model as he/she gives the command. The goal is that the students understand what the teacher is saying and feel successful in performing the command.

## GENERAL TPR HINTS TO REMEMBER

### RESIST THE TEMPTATION TO SPEED THROUGH SEVERAL LESSONS

During TPR sessions, students and teachers frequently become elated. The students are aware that they are learning quickly while the teacher is thrilled at the sight of such rapid progress. The temptation arises to speed through several more lessons. This temptation must be resisted. Remember that many repetitions are necessary to ensure success.

### DO NOT JUMP FROM UNIT TO UNIT

The lessons should build on each other. Once a unit is started, continue in it. The lessons provide controlled introduction of new vocabulary as well as a continuous review. Both of these elements are necessary for true internalization of the language.

### KEEP YOUR COMMAND "CLEAN"

Do only what your command says to do. For example, if your command is "Jump to the chalkboard," that is all you do. If, after you arrive at the chalkboard you unconsciously scratch your arm, you will see students respond by jumping to the chalkboard and scratching their arms.

### COPYING OTHERS IS LEARNING, NOT CHEATING

As students move to the commands, some will be uncertain. The unsure students may turn and look at their neighbors to see how they are moving and will mimic them. This is acceptable behavior; TPR students learn by observing each other as well as by observing the teacher.

### INSTANT FEEDBACK

TPR is helpful to the teacher because the student's physical response is so obvious. It tells the teacher immediately what each student comprehends and which commands need to be repeated.

\*Taken from the ESOL Training Manual, Palm Beach County School, 1991.

## A FIRST LOOK AT WHOLE LANGUAGE\*

By Maggie Rivas and Suzanne Ashby

Whole Language is a powerful holistic concept that is gaining popularity in Bilingual/ESL classrooms. Whole Language has tremendous merit for language instruction. Steps need to be taken so that it does not meet the same fate as other innovations that have come and gone. Some educators are viewing it as the embodiment of logical and loving teaching.

### *What Is Whole Language?*

Whole Language is a belief system. It is not a method or strategy but a way of looking at language learning as a natural process that is meaningful and functional for children. Teachers take into consideration the children's experiences and interests, and use these as a springboard for instructional planning and curriculum development. The teacher or educator must have a very clear understanding of the principles which underlie the concept of Whole Language instruction. The term "Whole Language" means different things to different people, but it does have generic principles which are:

- The four communication modes (speaking, listening, reading, and writing) must be integrated;
- Learning must occur in a meaningful and functional situation;
- Learning takes place with the use of authentic materials;
- Learning is fun, enticing, and easy;
- Learners must participate in designing learning situations;
- Learners are empowered for a life of learning;
- Learners appreciate and value the integrity of learning;
- Teachers must provide an environment conducive to the integration of language;
- Teachers and students together are co-learners;
- Teacher and learner bring a mutual respect and support to the environment.

When the principles are forgotten or are not at the core of instruction, there is no Whole Language. Maybe one of the reasons the less than elegant term, Whole Language, persists is because it requires the teachers to view the learner as a whole child involved in whole learning.

### *Why Is It Important for Teachers to Understand How Language Is Learned in Order to Implement Whole Language Strategies?*

Teachers must understand the role the two systems of language, the linguistic and the pragmatic, play in language learning. The linguistic subsystems of semantic (meaning), syntax (grammar and word order), graphophonemics (letters/sounds), and lexicon (vocabulary), all function naturally and provide a

strong learning tool when they are integrated. Pragmatics of language can be viewed as the second system. This involves the learner's prior knowledge and experience with language. The child, not the curriculum, now becomes the focus for planning and evaluating. It is by understanding the student's interest, experiences, and level of communicative skills that the teacher is better able to diagnose and prescribe effective language learning. Pragmatics has been difficult for basal readers to incorporate since they assume that children, for the most part, will have the same life backgrounds and language experiences.

In What Makes Whole Language Whole, Goodman states, "Language is the media of thought and learning." (Goodman, 1986). Whole Language teachers always attempt to keep this thought in mind. Language is a natural process and can be thought of from that perspective. Rather than viewing language in separate parts, the Whole Language concept supports the idea that in order for the child to derive and communicate meaning it must be kept whole. Does this mean, then, that Whole Language teachers don't teach phonics, grammar, or word meaning? No, they do provide instruction in all aspects of language. However, the difference is in how and when function and form are taught. This difference is determined by the students. For example, through the integration of writing, children learn about alphabetic principles. They discover the relationship between letter patterns and sound patterns (Goodman, 1986). Children start to apply language learning rules as they progress toward reading and writing. They are seeking meaning, not sounds or words. Thus, they may use their developing phonics generalizations to help them in constructing meaning.

Even though teachers are aware of the two language systems, conventional wisdom gets in the way of understanding and believing in the integrity of the wholeness of language. Function before form is the key to Whole Language. Children do not need to have control of phonics before they read nor to control the rules of sentence-making before they can speak. Language use begins with function and evolves by experimenting with form. In the past, we taught form first anticipating that form would help with the function.

While learning the forms of language, children make errors. In Whole Language, risk-taking and errors are expected and accepted. Children scribble, reverse letters, invent spelling, and design new punctuation. These miscues are a "must" if children are to internalize both the form and the function of language and, as a result, control their own language learning.

Whole Language teachers consciously encourage children to experiment with language in order to learn how language works, and through this process the teacher learns about the students' personal learning, interests, and desires.

### *What Adaptations Will Teachers Make as They Implement Whole Language Strategies?*

We have identified three critical adaptations needed for Whole Language implementation: the physical environment, grouping of students, and curriculum strategies.

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Whole Language teachers put together a child-centered, teacher-structured program that meets all the developmental needs of their students. The physical arrangement of the classroom should accommodate both the needs of students and teacher. These needs will result in the classroom being arranged to include large and small group instructional areas. Learning centers will be set up and will focus on the four communication modes: listening, speaking, reading, and writing. The use of centers allows the integration of language and conceptual learning. In centers students will discover and practice their newly-acquired skills while involved in interesting and enjoyable self-chosen activities. Teachers are able to evaluate and tutor students involved with authentic reading and writing activities as they work in centers.

The large group instructional area takes on a new focus in the Whole Language classroom. Large group instruction exposes children to a wide variety of trade books, big books, poems, magazines and newspaper articles, comic strips, advertisements, and, most importantly, the children's own writings and creative endeavors. Through the use of these materials teachers help students discover how language is used. Large group instruction is also a time for children to safely experiment with language and learning. Both small and large group settings should immerse children in a print-rich environment. The classroom is a model of literacy that empowers students to become critical thinkers, confident with the knowledge that they are readers and writers.

The second adaptation involves the grouping of students which, in a Whole Language classroom, requires flexibility. Homogeneous, skill-based groups are replaced by cooperative groups, interest groups and temporary skill groups. Flexible grouping will facilitate the opportunity for children to learn from each other. Consequently, no longer will children consider one group better than the other. When children value themselves as equals in the learning process, individual self-concepts are enhanced.

The physical environment and the grouping of children influence the third adaptation--curriculum. Children's needs, experiences, interests, and abilities, plus the prescribed curriculum goals, are the essence of Whole Language classroom instruction.

These critical adaptations, in conjunction with the four modes of communication, are the basis on which Whole Language teachers plan and design instruction.

A strategy that complements Whole Language instruction is the thematic approach in which children are active learners and designers of learning situations. Teachers and students become co-learners as they plan themes and choose a variety of relevant and challenging activities. In addition, thematic planning provides the opportunity for the utilization of manipulatives and resources. Thus, the curriculum is enhanced with many "hands on" materials. Themes are appropriate in Whole Language as they allow for children to interact with various media for learning. This approach blends both the cognitive and creative domains and results in language growth and development.

\*This is an excerpt of the article, the complete version of which appears in the Classroom Practices Bulletin of the Southwest Educational Development Laboratory, 4, 1 (1990).

## PRINCIPLES OF EFFECTIVE SECOND LANGUAGE LEARNING\*

Most recently, teaching English through content instruction has been advocated as a basis from which to promote educated, skilled, life-long language growth. By using interesting content and stressing meaning, the students will engage in some sort of form/function analysis that leads naturally to acquisition.

1. ESL students' learnings should build on the educational and personal experiences they bring to school. In language learning, students should be encouraged to use their previous experiences with oral and written language to develop their second language and to promote their growth to literacy. In all learnings, cultural identities should be honored by instructional practices that recognize the knowledge and experiences students bring to school rather than attempt to replace them.
2. Learning a language means, among other things, "learning to use a language to socialize, to learn, to query, to make believe and to wonder." This takes many years to learn; expecting quick and full-fledged competence is unrealistic. Moreover, ESL children show considerable individual variation in their rates of development of oral proficiency. Thus, all teachers, not just the ESL specialist, need to address the learning needs of ESL students and be prepared to adjust (this does not mean "water down") their instruction to accommodate the different levels of English proficiency and different learning rates and styles of their students.
3. If ESL students are to "keep up" or "catch up" with their native-English speaking peers, their cognitive and academic growth should continue while the second language is developing. Integrating language teaching with the teaching of academic content in thematic units appears to be a particularly promising way to develop simultaneously students' language, subject area knowledge, and thinking skills. This integration, however, requires careful, systematic planning.
4. Activities or tasks (as opposed to exercises in grammatical structures that fragment language at the word or sentence level and neglect the discourse level) hold promise as a unit of analysis for designing second language classroom instruction. From this perspective, the thematic unit becomes an ecology of tasks. Each task is considered for its potential to involve the students in particular types of real language use. Each constellation of tasks is considered for the opportunities afforded the students to use language interactively across a variety of situations, modes, and text types.

5. Although verbal language may be the major mode of meaning-making, it is not the only mode. Young children's texts are frequently multiple media: drawing, writing, and talk. The interrelationships between graphic and linguistic realizations of meaning (as well as the interrelationships between the linguistic modes) can be exploited to make communication clearer and lower the language barrier for students who are learning subject matter knowledge in a second language.
6. ESL students' school achievement and social growth are significantly increased when schools actively encourage parental participation. To achieve excellence as well as equity for our students, parents and teachers must become partners, not strangers.

\*Excerpted from Early, M. (1990). Enabling, first and second language, learners in the classroom. Language Arts, 67, 570.

## CLASSROOM ACTIVITIES FOR THE LEP STUDENT\*

LEP students need to participate in the classroom as much as their language development allows. The students will learn through observation and teacher expectation. Additionally, participation will give them a sense of belonging and lessen the isolation they experience because of the differences in language and culture. Hopefully, it will allow them to become language risk-takers. Following are activities which will enable LEP students to participate in the regular classroom. While the activities are appropriate for most elementary students, some may be better for a particular age level than are others.

### ACTIVITIES FOR PREPRODUCTION STUDENTS

The following activities and suggestions are designed specifically for LEP students with little or no English language development. However, these activities can also be used with LEP students at higher levels of second language development.

#### TOTAL PHYSICAL RESPONSE (TPR)

The Total Physical Response (TPR) method was designed by James Asher (Department of Psychology, San Jose State University, San Jose, CA). The underlying premise of this method is that students acquire language more readily when there is an association between language and body movement. It is important that the commands used have a meaningful purpose and are not just a manipulation of language. This method is especially useful for teaching students with little or no development in the second language. It can be done as a whole class, small group, or even partner activity.

TPR follows a sequence of activities.

1. The students listen to the command, i.e., "Sharpen your pencil." Be certain that the key words of the command are understood by the student. For example, it is necessary to first demonstrate the meaning of *pencil* by pointing to a *pencil* and repeating the word *pencil*. Then, demonstrate the word *sharpen* by illustrating the motion of sharpening. Key vocabulary can also be made comprehensible by using drawings or pictures.
2. The students listen again as the instructor performs the action.
3. The instructor gives the command and, together, the instructor and student respond with the action.
4. The instructor gives the command without modeling and the student responds with the action.
5. A student becomes the instructor.

The command is repeated as often as necessary. If the student seems to hesitate in responding to the command, then more repetition is needed. The number of new commands introduced is dependent on the age and attention span of the student, as well as the difficulty level of the commands. Student response to combinations and variations of the command will clearly demonstrate the student's understanding.

### TUTORING

Tutoring by peers, friends, parents, helpers, and other LEP students can be used with the LEP child. The tutor can help the student learn the classroom regulations and procedures. At any time, but particularly when the student has first arrived at school, the peer tutor can work with the student using most of the activities suggested in this guide to encourage language development.

In areas such as Art or Science, the tutor can serve as a model for the LEP student. In areas such as Social Studies or Science, the tutor and LEP student can work together to build background for the unit as well as to build comprehension of the reading material itself. In addition, the peer tutor provides an opportunity for socialization. It is suggested that classmates who serve as peer tutors rotate, allowing the LEP student to come in contact with as many other students as possible.

### SURVIVAL INFORMATION

Communicating survival information to the LEP student through pictures of TPR activities is most important. The student should know the location of and rules regarding the drinking fountain, the bathroom, lunch, recess, the beginning and ending of school, and other pertinent information. Use the student's parents, peer tutor(s), instructional aide, or another student who speaks the same native language to help communicate this information.

### REALIA AND AUDIOVISUAL MATERIALS

Use realia such as foods, plastic animals and clothes, as well as pictures from kits, magazines, catalogs, or books to develop background for a topic or concept being studied. Additionally, flannel boards, film strips, slides, and video cassettes will aid in the development of the language.

Some suggested activities with pictures or drawings include:

1. Name what's in the picture.
2. Make up titles for the picture.
3. Tell a story the picture illustrates.
4. Use several pictures, arrange them in sequence, and tell the story.
5. Tell what the people in the picture are saying/doing.
6. Talk about how the pictures make the student feel.
7. Have the student draw his or her own picture.

## INDEPENDENT WORK

The Language Master (with language master cards) and tape recorder can be used to provide aural input. Tape-recorded books or film strips and books provide valuable independent work for the LEP student.

## PICTURE DICTIONARIES

A picture dictionary or picture cards of topics being studied can be constructed by the LEP students with the help of a peer tutor. Label the pictures with English words and even write contextual sentences. If picture cards are constructed, the LEP student can use them for categorizing activities.

## READING

Reading to the LEP student is very important. Choose books containing illustrations that support the story line, books that are predictable either in language or organization, or wordless books. The following are suggestions to enable the LEP student to interact in a meaning-oriented way with written text.

1. Prereading activities are crucial to the student's comprehension of the text, even though the student's response may only be gestures. These activities bring out the LEP student's prior knowledge on the topic and can also aid the LEP student in developing a focus for the reading.
2. LEP students should have the opportunity to listen to and react to a wide variety of literature. Let them experience the reactions of other students to literature. Group a native speaker and a LEP student together to interact with books. Have each student choose a book and share it with the others as his or her language development allows. This interaction may involve only looking at the illustrations or reading and discussing the text.
3. Use a flannel board, magnetic board, or pictures to tell stories familiar to students all over the world.
4. Select books that are familiar to children/students throughout the world or that have a common structure, such as Cinderella or The Three Little Pigs, and others.
5. If there is more than one speaker of another language in your class, allow the LEP students to discuss material in their native language.
6. If the LEP student reads in his or her first language, provide books in that language, if possible--both pleasure-reading books and content area books. Also, encourage the student to bring such books from home.

## EXPERIENTIAL ACTIVITIES

Experiential activities provide opportunities for language acquisition for LEP students at all stages of language development, even the preproduction student. These activities can encompass experiences in science, social studies, art, and music. They can include games, problem-solving activities, cooking, crafts, models, field trips, or role playing.

At an early level of language development, it can be helpful to the LEP student to be paired with a native language speaker during the activity. Some of the suggested steps will need to be modified for the LEP student with little or no language development. For example, when working with students who are in the preproduction or early production stages, the brainstorming and discussion steps will require considerable comprehensible input from the teacher and, probably, will have only limited verbal input from the students.

The following is a suggested sequence of steps for developing language through experiential activities:

1. Brainstorming the subject to be undertaken and types of materials that might be needed.
2. Bring needed materials to class. Label and discuss the materials; that is, how are they related to the senses? Why are they needed for the activity?
3. Read and/or develop the steps for the activity.
4. Have the students carry out the steps. Model the procedure if necessary.
5. Allow the students to discover the steps (as in problem-solving).
6. Review the activity in discussion and/or writing.

## ACTIVITIES FOR EARLY PRODUCTION STUDENTS

The following activities are suggested for LEP students who are at the early production level of second language development or at a higher level. In addition, activities suggested at the preproduction stage may be appropriate.

### LABELING

Have the LEP student label objects in the classroom or other environments with the assistance of an English speaker. Work with these labels in oral and written forms, including categorization of objects.

## ILLUSTRATIONS

Identify illustrations, graphs, maps, and so on in the content area books before the lesson is discussed.

## WORD CARDS

Make word cards with pictures on one side and the word and a contextual sentence on the other. Each LEP student will keep his or her own word bank of these cards.

## COLLAGE

Make a collage of known objects, and label the collage.

## INTERACTION WITH WRITTEN TEXT

Activities for interaction with written text suggested at the preproduction stage are also appropriate at the early production level. Additionally, the following activities can be used:

1. Provide opportunities for language experience writings. Use a peer tutor to receive and write down language experience writings of the LEP student. At the same time, also encourage the LEP student to write for him/herself. Experimenting with the graphophonemic system will enable the student to develop his or her knowledge of this system.

Following is a sequence of steps for developing a language experience writing.

- a. Provide motivation for the writing. A field trip, a wordless book, a science experiment, and so forth, are examples of motivating activities for a language experience writing.
- b. Brainstorm the motivational experience.
- c. Write down the story as it is dictated. If it doesn't make sense, ask for clarification. Or, encourage rich language through questioning, and write what is given in sentence form.
- d. Revise the writing as a partnership or group effort. Ask questions to encourage the development of the story.
- e. Do assisted reading, silent reading, volunteer oral reading, or shared reading.
- f. Follow with writing or oral activities.

2. Encourage the student to do a cooperative writing activity related to the literature or content area.
3. Have the student illustrate a story that he or she has heard.

### DRAWING

Have the LEP student draw what he or she is concerned about and then discuss the drawing with the teacher or tutor.

### SENTENCE/CLOZE WRITING

Have the student complete a sentence/cloze writing activity in which only one word per sentence is omitted.

## ACTIVITIES FOR SPEECH EMERGENT STUDENTS

The following activities are suggested for LEP students who are at the speech emergent level of second language development or a higher level.

### ROLE PLAYING

Role playing or the use of puppets give the LEP student the opportunity to reinforce new information through another mode and allows the student to put aside his or her self-consciousness.

### DIALOGUE JOURNALS

Keep a dialogue journal with the LEP student. The teacher and the LEP student write to each other on a scheduled basis on any topic of interest to them. Entries are kept confidential. Teacher responses focus only on the content, and include comments, expansions, and questions, both clarifying and extending.

\*Taken from McCloskey, M. (1990) English Everywhere. Atlanta: Educo Press.

## INSTRUCTION OF LANGUAGE MINORITY STUDENTS\*

### GUIDELINES

The following guidelines are based upon current research findings in the field of second language acquisition.

1. **Maximize students' exposure to natural communication:**  
The learner is focused on messages being conveyed, not on linguistic form. The teacher should ask real questions. The teacher should use concrete referents. The "here and now" principle which describes what has just happened, used by mothers and caretakers with children, should be followed. Correction of errors should be limited to specific exercises where the focus of the lesson is on form. Encourage situations where the second language learners can interact with students of the target language.
2. **Silent Period:**  
During the initial phase, which can last from one hour to six months of second language instruction, the students will listen and perhaps respond with gestures. During this period, students need exposure to language that they can understand about topics which have a meaning for them.
3. **Use Concrete Referents:**  
In order to make language meaningful the teacher should develop activities so that what is described can be seen, heard, felt, or smelled. The language environment for the second language learner should be concrete. The use of visual aids, cooking, games, arts and crafts, and experiments are very effective activities to employ.
4. **Use techniques to relax students:**  
Students will not acquire a second language (L2) in an environment where they are afraid or anxious. Playing music and singing songs are effective as well as fun in teaching L2.
5. **Learn what motivates and incorporate into lessons:**  
Accept speech that is different from the teacher but used by peers of the learner.
6. **Create a positive climate where the student is not embarrassed by errors:**  
The teacher should expect errors and he/she should not focus on student errors during communication. The teacher should respond to the content of students' speech and not form (errors). When a student utterance is incorrect the teacher should model the correct response. For example, the student says, "want bathroom" the teacher can say "yes, you may go to the bathroom."
7. **Certain language structures tend to be learned before others:**  
Language acquisition follows developmental stages. All second language learners must pass through the same process.

\*Barbara S. Rosen, Multifunctional Resource Center at Florida Atlantic University.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

### Methodologies for Teachers Educating the Limited English Proficient (LEP) Students\*

#### LANGUAGE EXPERIENCE APPROACH

This method uses the experience of the language learner(s) to create a story based on his/her own interests and activities. It can also be based on a picture or a picture story sequence that the teacher provides. Students recount stories and the teacher writes their words verbatim. Students learn that what they say is important enough to be written down. They learn how language is encoded by watching as their oral language is put into print. This approach also allows students to create a collection of reading material with familiar language--their own. The language experience approach provides a flexible structure which can be adapted to suit different situations.

#### SUGGESTOPEDIA

This method incorporates relaxation through physical exercise and suggestion. The teacher reviews learned material and introduces and explains new material against a background of baroque or classical music.

#### COMMUNICATIVE APPROACH

The major goal of this approach is to emphasize the development of interpersonal skills and to develop interaction between learners and their environment while communicative competence is reached. Drama activities, role playing, and simulations are all part of a communicative second language curriculum.

#### CONTENT BASED APPROACH

This method involves the incorporation of subject matter instruction appropriate to the students' age and grade level into a language development program.

#### COOPERATIVE LEARNING

Cooperative learning is a method whereby children are first trained in the social skills necessary to work in groups, taught specific language for praising and encouraging each other, and allowed to practice skills necessary for getting along with others. Many ESL students come from cultures where cooperation, sharing, and group achievement are highly valued. This technique provides a particularly affirming environment for LEP children.

In cooperative learning, small groups or pairs collaborate on a common task.

## 18-HOUR ESOL INSERVICE FOR INSTRUCTIONAL PERSONNEL

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The teacher forms pairs or small groups and assigns the activity that they are to complete together. Pair or group members must clarify and negotiate meaning with one another. An English-proficient student can demonstrate the instructions and show his or her partner what is expected. Students work together to complete the activity. The English-proficient student should not do the activity but should provide support as needed.

Suggested activities that could be used with this approach are: acting out of plays, puppetry, journals, poetry, and storytelling.

**\*Prepared by the Multicultural Education Department, Broward County Schools. Revised 10/91.**

## ACCELERATORS AND ROADBLOCKS TO SECOND LANGUAGE LEARNING\*

### ACCELERATORS

*It is easier when:*

- The purpose of using language--reading, writing, speaking and listening--is real and natural.
- The focus is on communication.
- There are lots of opportunities to talk and interact with native-English speakers.
- Talk is about interesting topics.
- Mistakes are a part of learning.
- Language is always used or studied within a context, not as isolated letters, words or sentences.
- Language has a purpose for the learner.
- Students speak only when they are ready.
- Sufficient time is provided.

### ROADBLOCKS

*It is harder when:*

- The reasons given or situations created for using language are artificial.
- The focus is on the form, not on the function (communication).
- ESOL students are isolated.
- Talk is dull and uninteresting.
- Mistakes are bad, and it is more important to get it right than to get a message communicated.
- Language is studied out of context.
- The particular use of language studied or assigned is irrelevant for the learner.
- Students are forced to speak.
- Students are pressured to complete work or make progress.

\*Law, B. and Eckes, M. (1990). The More than Just Surviving Handbook: ESL for Every Classroom Teacher. Winnipeg. Peguis Publishers, 73.

**CONTROLLED (BEGINNER) TO FREE (ADVANCED)  
ACTIVITIES FOR LEP STUDENTS\***

CONTROLLED	----->	----->	FREE
MECHANICAL ACTIVITIES	MANIPULATIVE ACTIVITIES	MEANINGFUL ACTIVITIES	COMMUNICATIVE ACTIVITIES
<ul style="list-style-type: none"> <li>•Controlled Conversation</li> <li>•Translation</li> <li>•Copying</li> <li>•Pronunciation</li> <li>•Repetition Drills</li> <li>•Dictation</li> <li>•Identification</li> <li>•Reading Aloud</li> <li>•Dialogue Presentation</li> </ul>	<ul style="list-style-type: none"> <li>•Substitution Drills</li> <li>•Picture Cues</li> <li>•Guided Writing</li> <li>•Paraphrase Drills</li> <li>•Expansion Drills</li> <li>•Fill-in Drills</li> <li>•TPR</li> <li>•Cloze</li> <li>•Scrambled Pictures</li> <li>•Scrambled Words</li> </ul>	<ul style="list-style-type: none"> <li>•Y/N Questions</li> <li>•T/F Questions</li> <li>•Wh- Questions</li> <li>•Binary-choice Questions</li> <li>•Dyads</li> <li>•Small Groups</li> <li>•Large Groups</li> <li>•Guided Role Play</li> <li>•Vocabulary Drills</li> <li>•LEA</li> <li>•Simulations</li> <li>•Dialogues</li> <li>•Listening &amp; Note Taking Exercises</li> <li>•Peer-editing of Writing</li> <li>•Information Transfer</li> <li>•Information Gap Exercises</li> <li>•Silent Reading</li> <li>•Retelling Stories</li> </ul>	<ul style="list-style-type: none"> <li>•Role Play</li> <li>•Free Composition</li> <li>•Contact Assignment</li> <li>•Problem Solving</li> <li>•Interviews</li> <li>•Language Games</li> <li>•Oral Presentation/ Reports</li> </ul>

It should be pointed out that the activities for each stage shown here are cumulative--that is, activities from an earlier stage can be used at later stages as well.

\*Adapted from Graham Crookes & Craig Chaudron, (1991). Guidelines for Classroom Language Teaching. In Marianne Celce-Murcia (Ed.) Teaching English as a Second or Foreign Language, 46-67. New York: Newbury House.

## CORRECTION OF LEP STUDENT ERRORS

By  
Gerry Strei

Points to bear in mind about LEP students' English language errors and their correction:

1. ***Only focus on errors which affect meaning;*** not those which are slight variations in pronunciation or which affect the forms of the language. For example, a student who pronounces the word "that" so that it sounds like "dat" will still be perfectly understood when he says, "Dat's all right." Likewise, a student who says, "They always walks home from school." will be perfectly understood.

However, if meaning is involved, correction should take place. An example is that of the student who intended to express dislike for his mother-in-law, but had difficulty with the "h" sound in "hate," and ended up saying, "I ate my mother-in-law." In this case, you would want to focus on the error. You might try to get the student to correct his own error by saying to him, "Oh! Did she taste good?"

2. ***Give students a chance to discover their own errors and correct them.*** For example, you might say, "You've made a slight mistake. Try it again." If the student can't discover his error at this point, then simply mark it or point it out for him to correct.
3. ***Never stop a student in mid-conversation to correct an error;*** instead repeat or rephrase what the student has said in the correct form. For example, if the student says, "I need a pain to fry this.", you might say, "Right! A pan is just what you need."
4. ***Be aware of the fact that errors are usually a sign of developing or "inter" -language.*** For example, a student who says, "They always walks home from school." has developed the verb with one of its possible forms--the third person singular -s form. The error is that the subject of the sentence--"They"--does not agree with this form of the verb. Since this error does not affect the meaning of the sentence in any way, it should not be focused or dwelt upon to any great extent. In time, the student will learn or acquire the correct pattern of agreement.

**SELF-TEST 3**

For each item, circle the appropriate letter or letters--A, B, C, D. An item may have more than one correct answer.

1. LEP students learning English sometimes pass through a "silent period" during which of the following stages of language development?
  - A. The Preproduction/Comprehension Stage
  - B. The Early Production Stage
  - C. The Speech Emergence Stage
  - D. The Intermediate Fluency Stage
  
2. Which of the following is/are NOT an appropriate activity for use with students in the Preproduction Stage of second language acquisition?
  - A. TPR to learn some basic classroom behavior
  - B. Hands-on to learn vocabulary for classroom objects
  - C. The use of realia to help students learn vocabulary
  - D. Interviews with questions
  
3. Which of the following statements best describe(s) TPR?
  - A. Primarily a right-brain activity
  - B. A listening comprehension activity in which students respond to oral commands by performing certain actions
  - C. Gives instant feed-back to the teacher
  - D. Can be used to teach important survival terms such as "walk, go, stop, etc."
  
4. Which of the following statements represent(s) good advice regarding correction of LEP student errors?
  - A. Spoken errors should be corrected immediately when they occur; if necessary, interrupt the student's while he's talking to do so.
  - B. Correction of a student's error may be important if the error results in an unintended meaning.
  - C. Give students a chance to discover and correct their own errors.
  - D. Teachers should always circle written errors in red and then write the corrections above the errors.

**NOW TURN THE PAGE AND CORRECT YOUR WORK.**

**ANSWERS TO SELF-TEST 3**

1. A
2. D
3. A, B, C & D
4. B, C

**NOTE:** If you got two or more items wrong, view the video and read Unit 3 again.  
Then repeat **Self-Test 3**.

## UNIT 4

### TOPIC: ESOL THROUGH CONTENT AREAS: APPROACHES AND STRATEGIES

#### COMPETENCIES:

Describe the ESOL-through-content-area model.

Identify features and demonstrate applications of content based ESOL approaches.

Determine strategies for content area teachers to use with LEP students.

#### STEPS TO FOLLOW:

- I. Read the contents of this unit and glance over the items in the Self-Test.
- II. View Video 4.
- III. Read over the unit again and make notes as to which point or theme you might want to use in your project activity for this unit.
- IV. Take Self-Test 4.
- V. Inservice Project Instructions:

Just as you did for the previous units, choose a theme or point from the readings and video for this unit. Then write one page which describes the theme/point and provides a related activity.

An example of a theme/point for this unit is "adapting content materials for LEP students." The related activity might be one or more of the following: "For a content text passage: make an outline, simplify vocabulary, use visuals and illustrations, act it out."



**UNIT 4 READINGS**

**ESOL THROUGH CONTENT AREAS:  
APPROACHES AND STRATEGIES**

**ADAPTING CONTENT MATERIALS  
FOR LEP STUDENTS\***

- **Identify the language skills and English proficiency levels of the students.**
- **Evaluate the accessibility to LEP students of the selected portion of text.**
- **Identify the modifications needed.**
- **Develop and utilize modifications appropriate for the level(s) of English proficiency.**

**TEXT MODIFICATION TECHNIQUES FOR THE CONTENT AREA(S)**

**LOW LEVEL STUDENTS**

- translate key concepts (oral and written)
- provide "realia"
- ask for demonstration(s)
- add visuals and illustrations
- use *yes/no, either/or, wh-* questions, and *why/how* questions
- present same information using multiple media techniques

**INTERMEDIATE/HIGH LEVEL STUDENTS**

- make an outline
- write a summary
- use short, simple sentences
- use simple verb constructions
- use active verb constructions
- simplify vocabulary
- change narratives to lists
- highlight important points
- utilize the cognitive academic language learning approach (calla)
  - preparation
  - presentation
  - practice
  - evaluation
  - follow-up

## ADAPTING CONTENT MATERIALS FOR LEP STUDENTS

### TIPS FOR TEACHERS

One difficulty, often experienced by language minority students who are enrolled in content area classes, is a lack of accessibility to the texts and other instructional materials provided in the classroom for learning the content and concepts. Content area teachers use specialized language that is sometimes not easily understood by others outside the field, even by those whose home language is English. In sharp contrast, LEP students frequently have not yet acquired complete fluency in basic survival vocabulary and English language skills when they enroll in content area classes.

How can the knowledge and concepts taught in the content areas be modified or presented in different ways to successfully reach LEP students? First, the selected portion of text must be evaluated. This may be done in a brief, but comprehensive manner by checking the characteristics of the sentence structure, vocabulary, content, organization, physical appearance, and possible cultural bias in the selected text. A checklist covering these areas may be used as an effective tool for content evaluation.

Upon completion of this evaluation, the areas, where modifications are most needed will be clearly identified. When choosing which adaptations to make, consider the level of home language literacy and English proficiency the students demonstrate. For lower level students, translate key concepts orally, and for those with literacy skills in the home language, in writing. Surround the student with "realia" or as many of the actual objects that are discussed and included in the content area lessons as possible. Ask for demonstration competencies, concepts, and knowledge acquired when appropriate. Add visuals and illustrations to establish meaning. Use multiple forms of media to present the content information. It is important to be alert to how questions are formed when addressing LEP students with lower proficiency levels. Ask *yes/no, either/or, wh-*, and *why/how* questions when possible.

For LEP students who are more proficient in English, make an outline, write a summary, use short, simple sentences, and use simple, active verb forms as much as possible. Delete unnecessary detail(s), simplify vocabulary, and change narrative to lists. LEP students who are at higher levels of English proficiency still greatly benefit and learn more content and concepts when modification techniques that are especially appropriate for lower level students continue to be used.

By adapting and using modified content materials to meet the academic and language needs of LEP students, the content teacher will witness first hand the amazing process of successful second language and content knowledge acquisition.

\*N. Lucas, 1991.

## TEACHER COLLABORATION: WORKING WITH THE ESOL TEACHER\*

The content teacher, especially at the middle and secondary levels, often does not have the specialized training for teaching language minority students that the English as a Second Language (ESOL) teacher has received. Collaborative efforts between content and ESOL teachers can be most effective since such cooperation allows for the creating of language rich activities that help the language minority student understand the content work better. The ESOL teacher can be an important resource for mainstream teachers. The ESOL teacher can assist the content teacher to reduce linguistic problems by suggesting how materials and the level of language used for instruction may be modified, and by helping identify potential areas of difficulty. Content learning is facilitated for students whose reliance on language is reduced by using demonstrations, visuals and gestures, and by encouraging students to work together in problem-solving and cooperative activities. In order to achieve this, consistent commitment and collaboration is required of language and content teachers in order to make all classrooms effective learning environments for language minority students.

\*Adapted from: Hamayan, E. and Perlman R. (1990). Helping Language Minority Students After They Exit From Bilingual/ESL Programs: A Handbook for Teachers. National Clearinghouse for Bilingual Education.

## GRAPHIC REPRESENTATIONS\*

To integrate teaching language with the teaching of subject area knowledge, teachers can organize their activities around six major categories--description, sequence, choice, classification, principles, evaluation. Each of them uses a key visual to help the learner link language and content.

Type of Knowledge Structure	Types of Thinking Skills	Types of Key Visuals
Description	observe, identify, label, locate, describe, compare, contrast	picture/slide, diagram, map, plans/drawing, table
Sequence	arrange events in order, note changes over time, follow directions, note cycles and processes	timeline, action strip, flowchart cycle
Choice	make decisions, select, propose alternative solutions, solve problems, form personal opinions	decision tree, flow chart
Classification	classify, define, understand, apply, develop concepts	web, tree, table
Principles	explain and predict; interpret data and draw conclusions; formulate, test and establish hypotheses; understand, apply causes, effects, means, ends, rules	line graphs, cycles, Venn diagram
Evaluation	evaluate, rank, appreciate, judge, criticize	grid, rating chart, table mark book.

Table 1. Knowledge Framework and Key Visuals

\*Taken from: Early, M. (1900). *Enabling First and Second Language Learners in the Classroom. Language Arts*, 67, 570.

All graphic representations display information in ways that both organize and simplify content. Because they have no or lowered linguistic demands, they can help both LEP and native English speaking learners to understand content.

## ADAPTING CONTENT MATERIALS CHECKLIST FOR LIMITED ENGLISH PROFICIENT STUDENTS\*

**DIRECTIONS:** Select a portion of a content area text (paragraph, section, lesson, chapter, unit, etc.). Use the modification techniques below to make the information more accessible for learners of English. Check the techniques you are able to use.

- \_\_\_\_\_ Translate key concepts into student's home language.
- \_\_\_\_\_ Make an outline.
- \_\_\_\_\_ Write a summary.
- \_\_\_\_\_ Develop a vocabulary/definition/example list.
- \_\_\_\_\_ Add visuals and illustrations.
- \_\_\_\_\_ Provide "realia" (real objects being discussed).
- \_\_\_\_\_ Develop questions appropriate to the English proficiency level of the students (ask for demonstration, yes/no, either/or, wh- questions, how/why questions).
- \_\_\_\_\_ Use short, simple sentences.
- \_\_\_\_\_ Use simple verb constructions.
- \_\_\_\_\_ Use active verb constructions.
- \_\_\_\_\_ Add nouns where they have been implied or replaced with pronouns.
- \_\_\_\_\_ Simplify vocabulary.
- \_\_\_\_\_ Standardize vocabulary.
- \_\_\_\_\_ Change slang and idioms to simpler language.
- \_\_\_\_\_ Change narratives to list forms.
- \_\_\_\_\_ Change order to be logical.
- \_\_\_\_\_ Delete unnecessary details.
- \_\_\_\_\_ Add supplementary written exercises (matching, fill-in-blank).

Present same information using multiple forms of media (Language Master/cards, computer, typewriter, cassette recorder, transparency, flashcards, newsprint, chalkboard using colored chalk, film strips, slides, videos, etc.).

\*N. Lee Lucas, 1991.



**EXAMPLE #3: Develop a vocabulary/definition/example list.**

**ORIGINAL:** Aspirin is primarily an analgesic drug. An analgesic is a drug that relieves pain without dulling consciousness. An antibiotic is an antibacterial substance that is produced by a living organism and is administered to fight bacterial infections in the body. Probably the best known of these drugs are the penicillins and the mycins, which have proved to be more effective than penicillins in many cases.

<b>ADAPTED:</b>	<u>Vocabulary</u>	<u>Definition</u>	<u>Example</u>
1.	_____	_____	_____
2.	_____	_____	_____

**EXAMPLE #4: Change narratives to lists.**

**ORIGINAL:** To simplify a complex fractional expression, we first add or subtract, if necessary, to get a single fractional expression in both the numerator and the denominator. Then we divide by multiplying by the reciprocal of the denominator.

**ADAPTED:** SIMPLIFYING A COMPLEX FRACTION

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

18-HOUR ESOL INSERVICE FOR INSTRUCTIONAL PERSONNEL

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**EXAMPLE #5:** Use active verb constructions.

**ORIGINAL:** The experiment is being conducted by Raymond Davis, Jr. of the Brookhaven National Laboratory.

**ADAPTED:** \_\_\_\_\_  
\_\_\_\_\_

**EXAMPLE #6:** Use simple verb constructions.

**ORIGINAL:** If, however, the humidity is low, a great deal of evaporation is likely to occur accompanied by considerable cooling, and the wet bulb will be considered depressed.

**ADAPTED:** \_\_\_\_\_  
\_\_\_\_\_

**EXAMPLE #7:** Simplify vocabulary.

**ORIGINAL:**

denote

displace

rectify

**ADAPTED:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EXAMPLE #8:** Delete unnecessary details.

**ORIGINAL:** Our modern theory of atomic structure is based upon Dalton's concepts, which have withstood the test of time because they have explained many observed phenomena in nature.

**ADAPTED:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*N. Lee Lucas, 1991.

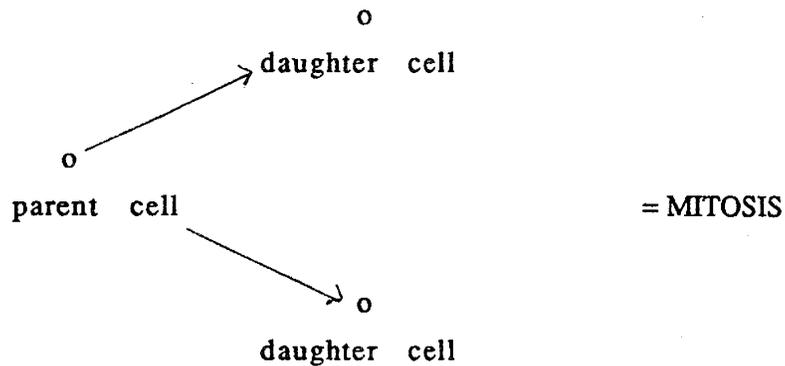
ANSWER KEY

ADAPTING CONTENT AREA MATERIALS  
HANDS-ON MODIFICATIONS\*

EXAMPLE #1: Add visuals and illustrations.

**ORIGINAL:** To ensure that every cell in the body has similar genetic information, cell production occurs by a dividing process called mitosis. The original parent cell divides to form two identical daughter cells.

**ADAPTED:**



EXAMPLE #2: Make an outline.

**ORIGINAL:** Hernando De Soto was born in Spain. He went to Peru to help the Spanish army conquer the Incas. He convinced the Inca ruler to meet with the Spanish commander. There, he and the Spanish soldiers captured the Inca ruler.

- ADAPTED:**
- A. Hernando De Soto
1. Born in Spain.
  2. Went to Peru to help ...
  3. Convinced the Inca ruler ...
  4. Captured the Inca ruler with ...

**EXAMPLE #3:** Develop a vocabulary/definition/example list.

**ORIGINAL:** Aspirin is primarily an analgesic drug. An analgesic is a drug that relieves pain without dulling consciousness. An antibiotic is an antibacterial substance that is produced by a living organism and is administered to fight bacterial infections in the body. Probably the best known of these drugs are the penicillins and the mycins, which have proved to be more effective than penicillins in many cases.

**ADAPTED:**

	<u>Vocabulary</u>	<u>Definition</u>	<u>Example</u>
1.	<u>analgesic</u>	<u>relieves pain</u>	<u>aspirin</u>
2.	<u>antibiotic</u>	<u>antibacterial</u>	<u>penicillins,</u> <u>mycins</u>

**EXAMPLE #4:** Change narratives to lists.

**ORIGINAL:** To simplify a complex fractional expression, we first add or subtract, if necessary, to get a single fractional expression in both the numerator and the denominator. Then we divide by multiplying by the reciprocal of the denominator.

**ADAPTED:** SIMPLIFYING A COMPLEX FRACTION

1. Add or subtract the fractions in the numerator when necessary.
2. Add or subtract the fractions in the denominator when necessary.
3. Multiply the reciprocal of the denominator by the numerator.

$$\begin{array}{l}
 \text{numerator} \\
 \text{denominator}
 \end{array}
 \left\{ \begin{array}{l}
 \frac{\frac{2}{7} + \frac{3}{7}}{\frac{3}{6} - \frac{2}{6}} = \frac{\frac{5}{7}}{\frac{1}{6}} = \frac{5}{7} \times \left(\frac{6}{1}\right) = \frac{30}{7} = 4\frac{2}{7}
 \end{array} \right.$$

reciprocal

**EXAMPLE #5: Use active verb constructions.**

**ORIGINAL:** The experiment is being conducted by Raymond Davis, Jr. of the Brookhaven National Laboratory.

**ADAPTED:** Raymond David, Jr., of the Brookhaven  
National Laboratory is conducting an  
experiment.

**EXAMPLE #6: Use simple verb constructions.**

**ORIGINAL:** If, however, the humidity is low, a great deal of evaporation is likely to occur accompanied by considerable cooling, and the wet bulb will be considered depressed.

**ADAPTED:** occurs  
is

**EXAMPLE #7: Simplify vocabulary.**

<b>ORIGINAL:</b>	<b>ADAPTED:</b>
denote	<u>notice</u>
displace	<u>remove</u>
rectify	<u>correct</u>

**EXAMPLE #8: Delete unnecessary details.**

**ORIGINAL:** Our modern theory of atomic structure is based upon Dalton's concepts, which have withstood the test of time because they have explained many observed phenomena in nature.

**ADAPTED:** The atomic structure is based on  
Dalton's concepts.

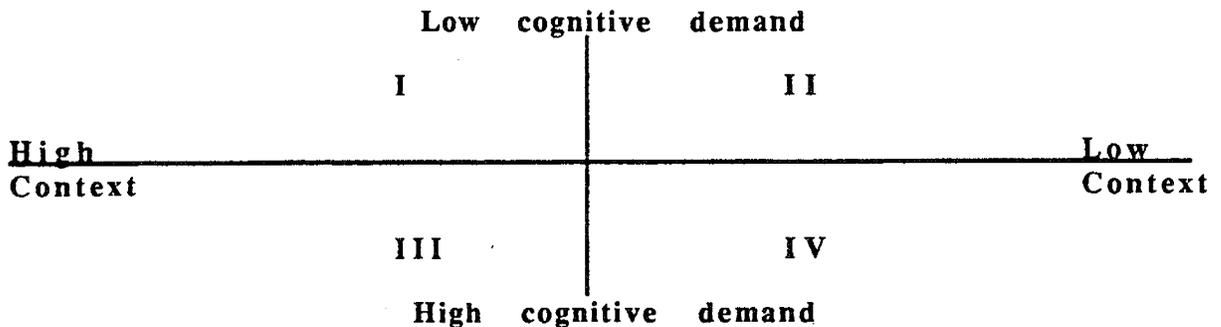
\*N. Lee Lucas, 1991.



**CALP.** Cognitive/Academic Language Proficiency refers to proficiency in using language that provides few contextual clues to meaning and, at the same time, is about topics that are not easy and require thought, i.e., are cognitively demanding. This type of language characterizes most academic learning. Research shows that it takes 5 to 7 years for a second language learner to be able to handle effectively language that has reduced context and is about cognitively demanding topics.

### CUMMINS' QUADRANTS

The continuums that illustrate Cummins' two dimensions of degree of context and degree of cognitive demand can be arranged so they form four quadrants to characterize language and learning activities:



- Quadrant I: High context, low cognitive demand (easiest)
- Quadrant II: Low context, low cognitive demand (harder)
- Quadrant III: High context, high cognitive demand (harder)
- Quadrant IV: Low context, high cognitive demand (hardest of all)

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## ACTIVITY

Think of a particular student that you have in your classroom for whom English is a second language. With that student in mind, characterize each of the following activities by the quadrant that best describes the activity as you think it will seem for your student. Is the activity best characterized by Quadrant I, i.e., high context and low cognitive demand, or by one of the other three quadrants?

<u>Quadrant</u>	<u>Activity</u>
1. _____	Solving math word problems assisted by manipulatives and or illustrations.
2. _____	Using higher level reading comprehension skills: inferential and critical reading.
3. _____	Engaging in face-to-face conversations about everyday activities.
4. _____	Engaging in predictable telephone conversations.
5. _____	Making models, maps, charts, and graphs in social studies.
6. _____	Participating in hands-on science activities.
7. _____	Following demonstrated directions.
8. _____	Reading for information in content subjects.
9. _____	Developing survival vocabulary.
10. _____	Using higher level comprehension skills in listening to oral texts.
11. _____	Playing simple games.
12. _____	Solving math word problems without illustrations.
13. _____	Understanding academic presentations accompanied by visuals, demonstrations of a process, etc.
14. _____	Solving math computation problems.
15. _____	Listening to formal, oral presentations.
16. _____	Taking standardized achievement tests.

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**ESL HINTS FOR CONTENT AREA TEACHERS\***

1. Explain special vocabulary terms in words known to the students.
2. Provide pictures to illustrate new words and terms.
3. Use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comparison and contrast for comprehension of concepts.
4. Present clear illustrations and concrete examples to assist the students in understanding complex concepts and skills.
5. Prepare difficult passages from textbooks on tape for listening activities.
6. Maintain a library of supplementary books and workbooks written in simple English which offer additional illustrations for problems.
7. Highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another.
8. Provide biographies of significant men and women from different cultures.
9. Develop interests and arouse curiosity through hands-on experiences, the out-of-doors, pictures, newspaper clippings, and periodicals.
10. Use graphic organizers (e.g., outline maps) for students to practice writing in the details and labels.
11. Support reading instruction by providing films, records, filmstrips, instructional television, and other materials which may be used independently or in small groups.
12. Tape record problems for independent listening assignments.
13. Offer a variety of reference materials at the students' instructional level for independent use.
14. Collect many of the comic books available that portray historic and cultural events in simplified language.
15. Use cartoons and leave the balloons above the speakers blank, to be filled in by the students.
16. Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships.
17. Keep a variety of games to be played by pairs of students or small groups.

## 18-HOUR ESOL INSERVICE FOR INSTRUCTIONAL PERSONNEL

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18. Show the same information through a variety of different charts and visuals.
19. Write instructions and problems using shorter and less complex sentences.
20. Use student pairs for team learning, especially for reports, experiments and projects.
21. Limit the number of problems that must be worked.
22. De-emphasize speed and emphasize accuracy of work.
23. Limit the number of variables in laboratory experiments.
24. Ask numerous questions which require higher level thinking responses.
25. Use language experience techniques in discussing concepts and ideas.
26. Assign short homework tasks that require reading.
27. Have students prepare collections of science objects.
28. Have students prepare individual card files of subject area specific vocabulary.
29. Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
30. Have students use a timeline to arrange and sequence important facts.
31. Have students underline key words or important facts in written assignments.

**\*"Integrating the ESOL Student into the Content Area Classroom," developed by Frank Gonzalez, Ph.D.; Training Module II: National Origin Desegregation; Intercultural Development Research Association; San Antonio, Texas, 1988.**

## TIPS FOR CONTENT AREA TEACHERS WHO HAVE LEP STUDENTS\*

1. Do not feel that you need to become an ESOL teacher or specialist just because you have one or more LEP students.
2. Rely on and communicate regularly with the ESOL teacher about the problems and progress of your LEP students.
3. Know that to adapt your content materials for LEP students primarily means to adapt the language:

In general:

- Remove extraneous information.
- Edit the language, but leave in enhancements to learning.

In particular:

- Make the topic idea clear.
  - Where possible, reduce the words in a sentence and the sentences in a paragraph.
  - Simplify sentences to subject-verb-object.
  - Use the active voice.
  - Teach vocabulary only in context.
  - Eliminate relative clauses.
  - Use pronouns judiciously.
  - Rewrite and simplify charts.
  - Provide presuppositions about the content.
4. From the list below, identify the language functions which your LEP students have problems with. Then share that information with the ESOL teacher and talk about ways to solve the problems.

**Language Functions = What we do with language**

- |                              |                       |
|------------------------------|-----------------------|
| • ask/answer questions       | • identify            |
| • report                     | • follow instructions |
| • compare                    | • explain/reason with |
| • predict                    | • greet               |
| • accept/decline invitations | • persuade            |
| • interrupt                  | • express emotion     |
| • suggest                    | • sequence            |
| • clarify                    |                       |

\*Adapted by Mary Obfenda and Gerry Strei from a talk given by Dr. Allene Grognet at the 1991 Florida TESOL conference.

**SELF-TEST 4**

For each item circle the appropriate letter or letters--A, B, C, D. An item may have more than one correct answer.

1. **Adapting content materials for LEP students includes:**
  - A. Identifying the language skills and English proficiency levels of the students.
  - B. Evaluating how accessible a selected portion of text is for LEP students.
  - C. Identifying the modifications needed.
  - D. Lecturing on parallel themes at a slightly higher level of difficulty than that of the content material.
  
2. **Techniques for adapting a content writing assignment are:**
  - A. Providing an outline for the LEP students.
  - B. Changing simple language to slang.
  - C. Insisting on compound and complex sentences.
  - D. Providing supplementary and complementary written exercises such as fill-in-the-blanks.

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**Rank the following in terms of level of difficulty for LEP students. Write 1 or 2 in the blank. 1 = less difficult; 2 = more difficult.**

3. \_\_\_\_\_ Cognitive/Academic Language Proficiency (CALP)  
\_\_\_\_\_ Basic Interpersonal Communication Skills (BICS)
  
4. \_\_\_\_\_ Participating in hands-on science activities in which TPR is used  
\_\_\_\_\_ Conducting and then reporting on a science experiment
  
5. **Here is a partial list of techniques which can be used to help LEP students gain access to content materials. Can you suggest additional techniques?**
  - Translate key concepts into the student's home language.
  - Simplify and paraphrase technical vocabulary.
  - Change slang and idioms to simpler language.
  - \_\_\_\_\_
  - \_\_\_\_\_

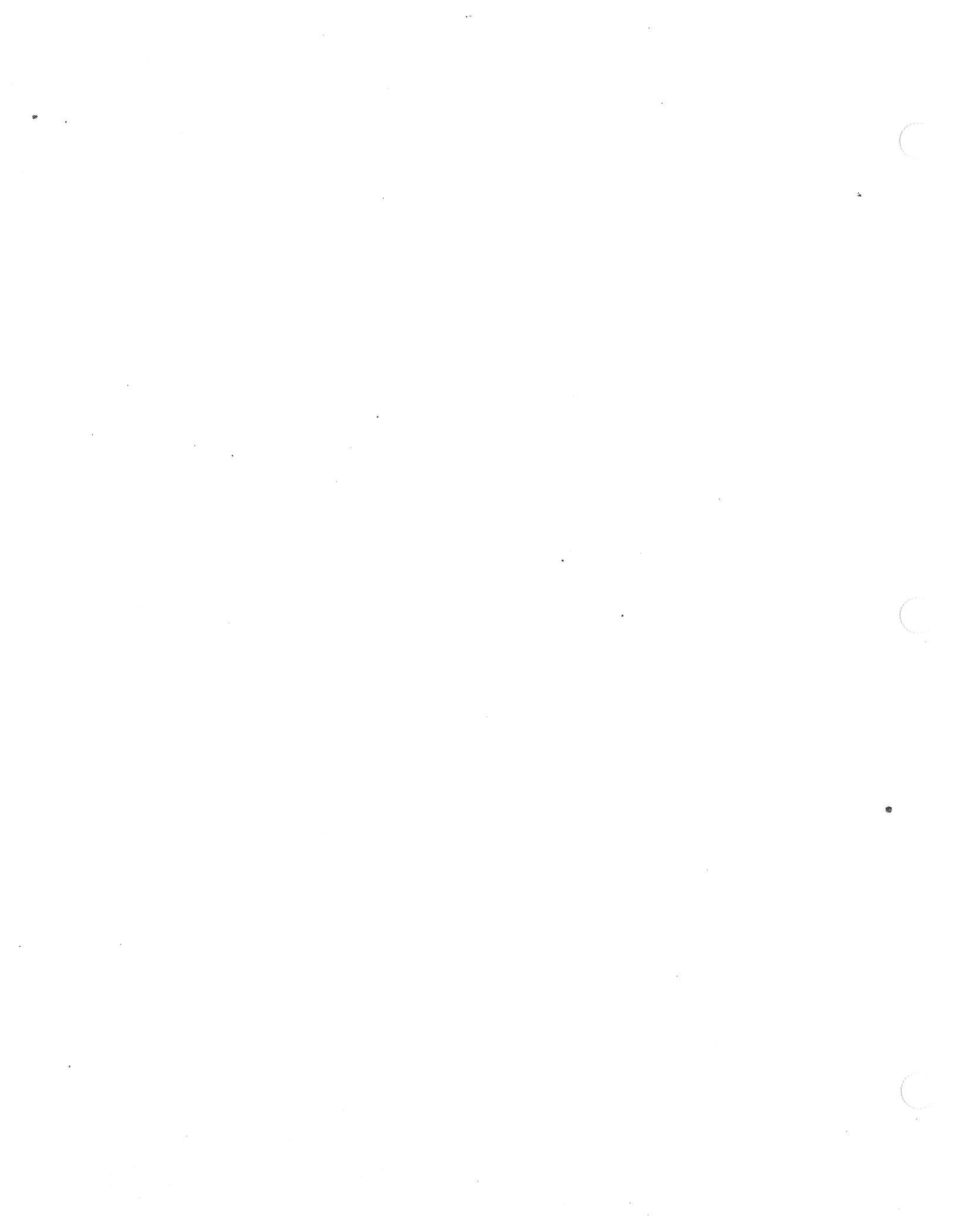
**NOW TURN THE PAGE AND CORRECT YOUR WORK.**

ANSWERS TO SELF-TEST 4

1. A, B, C
2. A, D
3. 2  
1
4. 1  
2
5. Sample answers are:
  - Provide realia.
  - Add visuals and illustrations.

(For additional possible answers to this item check the readings for this unit.)

**NOTE:** If you got two or more items wrong, view the video and read Unit 4 again. Then repeat **Self-Test 4**.



## UNIT 5

### TOPIC: ESOL THROUGH CONTENT AREAS: VOCABULARY, READING, AND TESTING

#### COMPETENCIES:

Identify content-specific vocabulary.

Identify features and demonstrate applications of content area reading instruction for LEP students.

Adapt content area tests to ESOL levels appropriate to LEP students.

#### STEPS TO FOLLOW:

- I. Read the contents of this unit and glance over the items in the **Self-Test**.
- II. View **Video 5**.
- III. Read over the unit again and make notes as to which point or theme you might want to use in your project activity for this unit.
- IV. Take **Self-Test 5**.
- V. Inservice Project Instructions:

Just as you did for the previous units, choose a theme or point from the readings and video for this unit. Then write one page which describes the theme/point and provides a related activity.

Note that your project page for this unit will resemble the one from the previous unit, since both deal with **ESOL THROUGH CONTENT AREAS**. For this unit, however, be sure to focus specifically on vocabulary, reading, or testing--i.e., choose one of these three areas as your theme/point.



**UNIT 5 READINGS**

**ESOL THROUGH CONTENT AREAS:  
VOCABULARY, READING,  
AND TESTING**

## CALLA\*

Chamot and O'Malley (1987) developed the Cognitive Academic Language Learning Approach suggesting the following five steps:

1. Preparation
2. Presentation
3. Practice
4. Evaluation
5. Follow-up (Expansion)

Follow the same procedure for each segment or unit of instruction.

- **Prepare** - Like pre-writing or pre-reading, this step focuses students' attention on the topic, getting them to think about it and make connections between what they already know and what they have not yet learned.
- **Teach difficult vocabulary** - Limit this to no more than twelve words. Not every difficult word needs to be taught; many can be understood through context. Before students begin to read or begin the lesson, be sure they know and understand any terms essential to the topic.
- **Present** - Outline or list the major concepts of the unit on the board, overhead transparency, etc. This is a critical step for all students. This step helps all students master the skill of note-taking and it gives them a clear sense of what you think is important and what they need to learn.
- **Practice** - Have the students put into practice what you have presented, so that they can fully understand the concepts. Math and science teachers have always recognized that the way to master their subjects is by repeated practice. This approach is critical to all the content areas. ESOL students in particular need hands-on experiences to cement the learning that is taking place.
- **Evaluate their understanding** - After the students have had the opportunity to practice the new material in a meaningful way, the teacher needs to evaluate their understanding. This evaluation need not be in the form of a test. Instead, the teacher can assign a specific task, such as writing a summary, sharing their observations or answers with each other, or giving a brief oral presentation.
- **Follow-up** - In order that the students have a chance to integrate the new concepts with those previously learned, plan some type of follow-up activity, such as role-plays, skits, art work (designing posters), writing letters, etc.

## HOW TO TEACH LEARNING STRATEGIES (CALLA)

Learning strategies are special ways of learning that will help students understand, acquire, and remember new ideas and procedures. Teachers can support students in using learning strategies through an instructional approach that includes the following phases:

### PREPARATION

**Goal:** Students become aware of their own learning procedures and that there is more than one way to learn or solve a problem.

**Activity 1:** Teacher organizes students into small groups and asks students how they studied for, learned, or solved a recent task or problem. Teacher varies the assignment for each group, has each group report the learning and problem solving techniques identified, and writes the names of the techniques on the board. Did the strategies differ for each group? Why do the strategies differ? Are some strategies better than others? Why?

**Activity 2:** Teacher gives each small group information to learn or a problem to work on. Teacher models how to think aloud while working on a problem, then encourages students to take turns in their group doing the same.

### PRESENTATION

**Goal:** Students learn about a new approach to learning or problem solving.

**Activity:** Teacher (1) emphasizes to students that the strategies will help them learn, (2) describes and names the strategy, (3) models how to use the strategy by thinking aloud, (4) tells students that learning to use the strategy will take time and practice, (5) re-emphasizes that the strategies will help them to learn.

### PRACTICE

**Goal:** Students practice the strategy on similar tasks.

**Activity:** Students work on learning or problem solving activity in cooperative small groups. As they work, students report thinking and reasoning processes aloud for others in the group to hear. All students discuss the strategies and suggest alternative strategies.

**Note:** To learn to use new strategies, students need to have lots of opportunities to practice doing just that--using the strategies. Teacher gives students repeated practice opportunities by organizing frequent small group work in problem solving and thinking aloud.

### EVALUATION

**Goal:** Students determine the effectiveness of their strategy use.

**Activity:** At the end of an assignment, students write down the strategies they use, how they worked, and any changes in strategy use that occurred. The class discusses the different strategies reported. Dialogue journals about strategy use can be kept by individual students and shared with the teacher.

**Note:** The evaluation period should stretch over a semester or a year. Students evaluate how much the strategy helps them in learning, and how well they have learned to use the strategy.

### EXPANSION

**Goal:** Students transfer strategies learned to new tasks.

**Activity:** Teacher reminds students to use strategies as needed, and discusses metacognitive and motivational aspects of strategies. Students suggest similar tasks on which the strategies they have learned might work and practice strategies on tasks related to their cultural background.

\*Adapted from Law, B and Eckes, M. (1990). The More Than Just Surviving Handbook: ESL For Every Classroom Teacher. Winnipeg, Peguis Publishers, 157, 158.

## CONTENT LESSON PARTICIPATION\*

Enabling the LEP student to participate in a content lesson is critical to the student's success in school. Following is a suggested sequence of steps to aid that participation.

1. Brainstorm through discussion, listing, or shared free writings to discover what the LEP student knows about the topic.

2. Identify the main concept and essential supporting details.

Choose the information that is essential for the student to know. Write it down in a series of complete sentences in an outline form and give it to the LEP student in advance of the lesson.

3. Identify and teach essential vocabulary.

Determine what words are essential for talking about the concept. Check with the student to see if these are already known words. If not, discuss the words, relating them, if possible, to visuals, pictures and/or graphs in the text. Use words the student may already know to explain the new content. Have the students keep a dictionary of these words, including a definition and contextual sentence.

4. Teach essential information before the lesson is presented in class.

If possible, use the student's parent or another speaker of the student's native language to pre-teach the essential information in that language. Or, teach this information in English in a comprehensible manner.

5. Plan non-verbal strategies for understanding the concept.

Any type of visual aid or gesture can be used to enhance the understanding of the concept. Symbols in math or experiments in science can serve to facilitate the understanding of the lesson.

6. Modify activity sheets.

Activity sheets used by English speakers can be easily adapted for the LEP student by providing additional clues and information. For example, word banks for fill-in-the-blanks, word find or crossword puzzles can be provided. Narrow the answer choices. Limit the number of questions to be answered.

7. Provide a variety of assignments.

Provide a variety of assignments so that the LEP student is able to choose an assignment with which he or she can be successful. For beginning students, maps, drawings, posters, and so on, are appropriate. At the advanced level, writing assignments are appropriate.

8. Check comprehension.

Always check the LEP student's understanding of a homework assignment. Also, provide some check of comprehension of the concepts prior to testing. This can be accomplished through drawings, free writings, peer discussions or other similar activities.

### CLOZE WRITING

Have the student complete a cloze writing activity in which all the action words or naming words are omitted. If necessary, provide a word bank.

### VOCABULARY

Together, define spelling words or vocabulary words, use in a contextual sentence and then, tape record this information for the student's independent use.

## ACTIVITIES FOR STUDENTS WITH INTERMEDIATE FLUENCY

At the intermediate fluency stage, the LEP student should be able to participate in some classroom activities or at least in modified activities. Activities, especially those involving content area materials suggested under the speech emergent state (the Intermediate Level in this guide), will be very helpful to this LEP student. Hands-on science or math activities are good as are any cooperative learning activities. It may also benefit students at this level to assist LEP students at earlier stages of language development. This may reinforce what has been learned as well as help the intermediate student realize that he or she has indeed made progress.

## GAMES THAT ENHANCE LANGUAGE DEVELOPMENT

Playing board games or active games can be very useful in developing language. Purchased games such as Uno, Candyland, Chutes and Ladders, Dominoes, Life, Checkers, Chess, Crazy Eights, Fish, etc. work well with the LEP student. The following section presents a variety of games for language development which require little equipment. Additionally, invite the LEP student to teach your students games from his or her country.

### VOCABULARY TIC-TAC-TOE

Draw a large tic-tac-toe frame on the blackboard. Print a word in each square. Divide the group into two teams, "X" and "O". A member of one team chooses a word and uses it in a sentence. If the sentence is correct, the word is replaced with the team's symbol. The sentence is judged correct if the meaning and the context of the sentence are appropriate. Then, a member of the other team takes a turn. This is continued until a team has tic-tac-toe.

### BINGO

Make bingo boards of 9 to 25 squares and the same number of covering markers. Pictures, pre-selected topic words or student-selected words can be used to play the game. Blank bingo boards can be filled in by the students from a list of words on the board. Pictures or words are chosen from a master bank and the students cover the appropriate squares on their bingo boards.

### CONCENTRATION

Two sets of a group of related pictures or words are put on cards. All the cards are placed face down. Each student turns over two cards; if the cards match, the student takes a second turn. If the student is above a preproduction level of language development, the student is also required to identify the picture or word. At the intermediate fluency level, the student is required to use the picture or word in an appropriate sentence.

### FISH

Cut out tagboard fish and attach pictures to the fish. Attach a paper clip to each fish. Tie a large magnet to a string. Place a large blue paper on the floor and scatter the fish in the "water". Let the LEP student "fish" with the magnet and then identify the picture and/or talk about the picture.

### SIMON SAYS

Tell the student to do only what Simon says. The leader gives commands: "Touch your nose" or "Simon says clap your hands". If the student responds incorrectly or performs when "Simon says" is omitted from the command, he or she sits down. Allow the LEP student to be the leader, also.

### MAGIC BOX

Fill a large, brightly colored box with toys, pictures or other objects. Have the student close his or her eyes, choose one object, and identify it and/or tell something about it.

### GAME BOARD

Construct a game board by pasting paths of eight steps, each leading to a center star. Have a button for each player. Place cards with pictures in a pile, including a card with a smile for a bonus move and a card with a frown for a lost move. For each correct response to the picture cards, the student advances his or her button one space.

### GUESS THE OBJECT

Place a variety of realia or pictures on a table. In his or her mind, one student chooses one of the objects. The others ask yes/no questions about the chosen object in an attempt to identify it.

### HANGMAN

In this game, a student decides one word to use from a predetermined vocabulary word bank. He or she goes to the blackboard and draws a pole from which the man will hang along with dashes for the number of letters in the word. He or she may or may not give hints for the word. The other students take turns guessing letters in the word. If a student guesses a letter correctly, the letter is put on the correct dash; if the student guesses incorrectly, a part of the man, such as the head or arm is drawn. The end occurs either when the word is fully spelled and is used in a meaningful sentence or when the hangman is completed. If the latter occurs, the same person again provides another word.

\*McCloskey, M. (1990). English Everywhere. Atlanta: Educo Press.

## TEACHING CONTENT VOCABULARY TO LEP STUDENTS

1. Not every word needs to be taught; many can be understood from the surrounding context.
2. Explain unknown words with words already understood by the student.
3. Write new words on the board. Then, if appropriate, act them out or use the following techniques and materials to help students with new words:
  - gestures
  - realia
  - visuals
  - graphics
  - charts
4. Allow students to consult with peers for additional information and to share word meanings.
5. Have students use dictionaries for word meanings which, at this point, are still unknown.
6. For terms still not understood, allow for translation from the native language.
7. Have students keep written logs, and make audio tapes of new words and their definitions for home study.

Gerry Strei (1991).

## ADAPTING CONTENT READINGS FOR LEP STUDENTS

1. Identify the reading level and skills of the students.
2. Do pre-reading activities:
  - Teach technical vocabulary with the help of realia, visuals, graphics and charts.
  - Discuss the main point of the reading. If possible, make a graphic representation of the main point.
  - Summarize the passage for the students before they actually read it.
3. After the students have read the passage once:
  - Identify vocabulary, structures, and concepts which were not understood.
  - Write them on the board.
  - Act them out. Use gestures, realia, audio tapes, visuals, and graphics to help students understand language forms and meanings.
  - Rephrase unknown concepts and terms by using ones already understood.
  - For concepts and technical terms still not understood, use the student's native language.
4. Have the students read the passage a second time.
5. Have them make up comprehension questions about the reading for each other to answer.
6. Assess their comprehension of the reading:
  - Ask them to paraphrase the theme or main point.
  - Evaluate their overall comprehension formally and informally by using oral questions/answers, fill-in-the-blanks or cloze, matching, true/false, etc.

Gerry Strei (1991).

**DEVELOPING AN INSTRUCTIONAL STRATEGY FOR READING  
IN THE CONTENT AREAS\***

**A. PRE-READING PHASE: DIAGNOSING AND SETTING THE STAGE**

1. Diagnosing
  - a. Pretest: Vocabulary, Concept
  - b. Experiential Background
2. Semantic Map (Web)
3. Games: Role Playing/Word Association Activities
4. Visual, Auditory, Kinesthetic, and Tactile Activities (V.A.K.T.)
5. CLOZE
6. Skimming

**B. READING PHASE: GUIDED READING, INTERACTION, AND COMPREHENSION**

1. Teacher Questioning Strategies
2. Textbook Study Questions: RARE (Review/Answer/Read/Express)
3. Reading Guides
  - a. Concept Guide
  - b. SQ3R (Survey/Question/Read/Recite/Review)
  - c. Guided Reading Procedure

**C. POST-READING PHASE: REINFORCEMENT**

1. Reflective Discussion
  - a. Class Discussion of Reading Guide Responses
  - b. Compare/Contrast Pre-Reading Activity with Guide Responses
2. Vocabulary Development Activities
  - a. Word Recognition: Word Hunts
  - b. Meaning Exercises: Word Puzzles, Matching
  - c. Context Meaning Activities: CLOZE, Word Studies
3. Application/ Evaluation
  - a. Extension Activities
    1. Panel Discussion
    2. Guest Speaker
    3. Field Experiences
    4. Reports
  - b. Post-Test

\*Magdalena Ruz (1990).

## STAGES OF WRITING\*

### STEP 1 - PRE-WRITING

- oral language experiences
- develop the need/desire to write
- acquire information for writing
- acquire vocabulary, syntax, language structures
- fantasy activities: role-play, puppetry, brainstorming, webbing

### STEP 2 - DRAFTING

- write to get ideas down quickly
- fluency, not mechanics
- invented spellings allowed

### STEP 3 - SHARING/RESPONDING

- working in small groups
- working in large groups
- working individually
- encouragement/feedback on writing for revision
- share/discuss pieces of writing (anonymous!)
- PQP: positive feedback, question to clarify meaning, polish writing suggestion

### STEP 4 - REVISION

- selected pieces for quality of content/clarity of expression
- only revise those pieces in which the student has a particular interest
- use a word processor to revise

### STEP 5 - EDITING

- fix up mechanics of usage/spelling
- standards depend on students ages and stages of writing
- this step is used when there is a purpose
- picture and/or bilingual dictionary is allowed

### STEP 6 - PUBLISHING

- performing a play
- class library/school library
- bulletin board displays
- reading their own writing to others
- class newspaper
- literary magazine

\*Magdalena Ruz (1990).

## MENU OF ALTERNATIVE ASSESSMENT TECHNIQUES

### Oral

Technique	Features
Oral Interview	<ul style="list-style-type: none"> <li>•Can be used to elicit specific types of language</li> <li>•Provides information on general oral proficiency in structured environment</li> </ul>
Story Retelling	<ul style="list-style-type: none"> <li>•Provides highly structured environment in which to elicit oral speech</li> <li>•Provides information on how student processes oral speech</li> </ul>

### Written

Technique	Features
Dictation	<ul style="list-style-type: none"> <li>•Provides information on student ability to process oral language</li> <li>•Provides estimate of overall language proficiency</li> </ul>
Cloze Procedure	<ul style="list-style-type: none"> <li>•Provides information on student ability to integrate language skills</li> <li>•Provides estimate of overall language proficiency</li> <li>•Can be used to measure reading comprehension and achievement</li> </ul>
Dialogue Journal	<ul style="list-style-type: none"> <li>•Provides information on functional reading and writing skills</li> <li>•Encourages language production</li> </ul>
Writing Sample	<ul style="list-style-type: none"> <li>•Provides information on:                             <ul style="list-style-type: none"> <li>-functional literacy skills</li> <li>-student ability to integrate language skills; and</li> <li>-higher-level thinking skills</li> </ul> </li> </ul>
Criterion-Referenced Test	<ul style="list-style-type: none"> <li>•Reflects student learning with regard to curriculum objectives</li> </ul>

### Checklists - All Skills

Technique	Features
Teacher Rating/Checklist	<ul style="list-style-type: none"> <li>•Allows information to be integrated</li> <li>•Compatible with whole language</li> <li>•Can be adapted for classroom needs</li> <li>•Focuses assessment on critical skills</li> <li>•Both process and product oriented</li> <li>•Helps monitor progress without over-testing</li> </ul>

## MENU OF ALTERNATIVE ASSESSMENT APPROACHES

### Student Self-Ratings

Technique	Features
Student Questionnaire	<ul style="list-style-type: none"> <li>•Provides affective information</li> <li>•Taps student perception of learning and instruction</li> <li>•Encourages student awareness of learning process and strategies</li> </ul>

### Other

Technique	Features
Work Sample	<ul style="list-style-type: none"> <li>•Provides process information</li> <li>•Provides information on student language development in different contexts</li> </ul>
Observation	<ul style="list-style-type: none"> <li>•Provides information on student language use in different contexts</li> <li>•Provides information on student functional language use</li> </ul>

Evaluation Assistance Center (EAC) - East, Georgetown University

## INFORMAL ASSESSMENT TECHNIQUES FOR SECOND LANGUAGE LEARNERS

- | Unstructured   | Structured   |
|--|--|
| <ul style="list-style-type: none"> <li>• writing samples</li> <li>• homework</li> <li>• logs or journals</li> <li>• games</li> <li>• debates</li> <li>• brainstorming</li> <li>• story retelling</li> <li>• anecdotal</li> <li>• naturalistic</li> </ul> | <ul style="list-style-type: none"> <li>• checklists</li> <li>• cloze tests</li> <li>• criterion-referenced tests</li> <li>• rating scales</li> <li>• questionnaires</li> <li>• miscue analysis</li> <li>• structured interviews</li> </ul> |

**SAMPLE ASSESSMENT INSTRUMENT FOR CONTENT-SPECIFIC LANGUAGE FUNCTIONS\***

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

TEACHER: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

**RATINGS**

**LISTENING:  
THE STUDENT IS ABLE TO**

- |  |                  |                 |                        |
|--|------------------|-----------------|------------------------|
| 1. Understand explanations without concrete referents. | not at all _____ | sometimes _____ | most of the time _____ |
| 2. Follow directions for experiments.                  | not at all _____ | sometimes _____ | most of the time _____ |
| 3. Understand oral numbers.                            | not at all _____ | sometimes _____ | most of the time _____ |
| 4. Understand oral word problems.                      | not at all _____ | sometimes _____ | most of the time _____ |

**SPEAKING:  
THE STUDENT IS ABLE TO**

- |                                       |                  |                 |                        |
|---------------------------------------|------------------|-----------------|------------------------|
| 1. Answer questions.                  | not at all _____ | sometimes _____ | most of the time _____ |
| 2. Ask for clarification.             | not at all _____ | sometimes _____ | most of the time _____ |
| 3. Participate in discussions.        | not at all _____ | sometimes _____ | most of the time _____ |
| 4. Explain and demonstrate a process. | not at all _____ | sometimes _____ | most of the time _____ |
| 5. Present oral reports.              | not at all _____ | sometimes _____ | most of the time _____ |
| 6. Explain how an answer was derived. | not at all _____ | sometimes _____ | most of the time _____ |

**READING:  
THE STUDENT IS ABLE TO**

- |  |                  |                 |                        |
|--|------------------|-----------------|------------------------|
| 1. Understand specialized vocabulary.                | not at all _____ | sometimes _____ | most of the time _____ |
| 2. Understand information/explanations in textbooks. | not at all _____ | sometimes _____ | most of the time _____ |
| 3. Find information from graphs, charts and tables.  | not at all _____ | sometimes _____ | most of the time _____ |
| 4. Follow directions for experiments.                | not at all _____ | sometimes _____ | most of the time _____ |
| 5. Find information in reference materials.          | not at all _____ | sometimes _____ | most of the time _____ |
| 6. Read at varied rates (skimming and scanning).     | not at all _____ | sometimes _____ | most of the time _____ |
| 7. Read mathematics notations and equations.         | not at all _____ | sometimes _____ | most of the time _____ |
| 8. Understand written word problems.                 | not at all _____ | sometimes _____ | most of the time _____ |

**SAMPLE ASSESSMENT INSTRUMENT FOR CONTENT-SPECIFIC LANGUAGE FUNCTIONS\*-CONT'D.**

**RATINGS**

**WRITING:  
THE STUDENT IS ABLE TO**

- |                                    |                 |                |                       |
|------------------------------------|-----------------|----------------|-----------------------|
| 1. Write answers to questions.     | not at all_____ | sometimes_____ | most of the time_____ |
| 2. Note observations.              | not at all_____ | sometimes_____ | most of the time_____ |
| 3. Describe experiments.           | not at all_____ | sometimes_____ | most of the time_____ |
| 4. Write reports.                  | not at all_____ | sometimes_____ | most of the time_____ |
| 5. Label maps, graphs and charts.  | not at all_____ | sometimes_____ | most of the time_____ |
| 6. Write verbal input numerically. | not at all_____ | sometimes_____ | most of the time_____ |

\*NCBE National Clearinghouse for Bilingual Education Informal Assessment, FIGS (Program Information Guide Series).

## Reading and Writing Readiness Checklist

Student: \_\_\_\_\_ Year: \_\_\_\_\_

(1) Yes usually      (2) Sometimes      (3) Not noticed      (4) Does not apply

Quarter:	1	2	3	4
<b>1. <i>Psycho-motor</i></b>				
Identifies left and right/top and bottom _____				
Distinguishes same/different geometric shapes _____				
Traces shapes _____				
Copies shapes on paper _____				
Copies left to right/top to bottom _____				
Completes simple drawings _____				
Copies shapes from memory _____				
Colors within lines _____				
Draws circles on/between horizontal lines _____				
Distinguishes same/different sound _____				
Repeats sequence of sounds/words/sentences _____				
Follows sequence of directions _____				
<b>2. <i>Academic</i></b>				
Identifies letters of the alphabet _____				
Recites the alphabet _____				
Writes individual letters _____				
Distinguishes upper/lower case letters _____				
Reads and writes name _____				
Reads basic sight words _____				
Associates sounds with individual letters _____				
Sounds out simple words _____				
Identifies beginning/end of book _____				
<b>3. <i>Developmental</i></b>				
Categorizes same/different _____				
Identifies pictures _____				
Listens to entire story _____				
Sequences pictures to follow oral story _____				
Associates writing with oral speech _____				
Identifies symbols _____				
Pretends reading/writing _____				
Supplies missing words in oral cloze type activities _____				
Draws pictures related to stories _____				
Retells story _____				
Predicts conclusion _____				
Summarizes main events _____				
Recalls important details _____				

**18-HOUR ESOL INSERVICE FOR INSTRUCTIONAL PERSONNEL**

Quarter:	1	2	3	4
<b>4. Language skills</b>				
Recognizes/uses basic vocabulary_____				
Distinguishes statements/questions_____				
Uses appropriate word order (statements/questions)_____				
Uses appropriate pitch/stress_____				
<b>5. Interest</b>				
Participates in language experience activities_____				
Enjoys listening to/telling stories_____				
Initiates independent (pre-)reading/ writing activities_____				

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**TEXTBOOK EVALUATION CHECKLIST\***

Evaluate the accessibility of content texts for LEP students by completing this form. Circle your choice.

HARDLY    SOMETIMES    OFTEN    CONSISTENTLY

		<b>DOES THE TEXT UTILIZE:</b>			
		1	2	3	4
<b>Sentence Structure</b>	1. Short sentences?	1	2	3	4
	2. Limited number of multi-clause sentences?	1	2	3	4
	3. Simple verb tenses?	1	2	3	4
<b>Vocabulary</b>	4. Commonly used terminology?	1	2	3	4
	5. Consistent use of terminology?	1	2	3	4
	6. Avoid slang/idioms?	1	2	3	4
	7. Key terms defined?	1	2	3	4
<b>Content/ Organization</b>	8. Logical order of presentation?	1	2	3	4
	9. Examples and/or applications of concepts?	1	2	3	4
	10. Free of unnecessary details?	1	2	3	4
	11. Preview and review sections?	1	2	3	4
	12. Activities for practice?	1	2	3	4
<b>Physical Appearance</b>	13. Informative illustrations, charts, photos, etc.?	1	2	3	4
	14. Headings/subheadings?	1	2	3	4
	15. Highlighting?	1	2	3	4
	16. Clearly readable print?	1	2	3	4
	17. Enough open space on the page?	1	2	3	4
<b>Bias</b>	18. Multiethnic/multi-cultural representation?	1	2	3	4
	19. Free of cultural stereotyping?	1	2	3	4
	20. Multicultural learning activities?	1	2	3	4

\*N. Lee Lucas, 1991.

**EVALUATION CHECKLIST FOR CONTENT AREA TESTS**  
Judging Suitability for Language Minority Students

Review a classroom test for a content area to determine its suitability for the language minority student. Use the checklist of questions below.

---

YES NO

---

**DIRECTIONS**

1. The directions for each section are clear.
2. All the items in a section fit the instructions for that section.
3. The vocabulary in the directions and the items is not too hard.
4. There are good examples of how to complete each section (when necessary).
5. The directions indicate the approximate length of the response to be made.
6. The instructions indicate the value of the particular section with respect to the overall test score.
7. The overall value of the test is clear to the respondents.
8. The purpose of the test is clear to the respondents.
9. The method of administering the test/quiz is carefully established, so someone else could administer the test in your absence exactly as you would.

**CONTENT**

1. The content of the test covers the subject matter intended to be covered.
2. The title of the test reflects its purpose.
3. The print is legible.

**EVALUATION CHECKLIST FOR CONTENT AREA TESTS**

Judging Suitability for Language Minority Students-Cont'd.

---

YES NO

---

**ITEM FORMAT AND LAYOUT OF THE TEST**

1. The test is too long for the time allotted.
2. The test is too short for the time allotted.
3. One or more objectives are being tested too much.
4. One or more objectives are being tested too little.
5. The items that are testing the same objective are worded and spaced in such a way that one does not give the other(s) away.
6. Some items or sections are clearly too difficult to answer.
7. Some items or sections are clearly too easy to answer.
8. The correct true/false and multiple choice responses have been adequately randomized so as not to set up a response pattern (eg., all T/F items should not be "true" and all m-c items should not have either "B" or "C" as the correct answer).
9. Items are paced so that even the poorest student will have at least some success at the outset.
10. The arrangement of items on the printed page is easy to follow; spacing between items is adequate.
11. The items are not deceptive or confusing.

**SCORING**

1. The methods for scoring the test or grading a procedure or section are clear.
2. The items and/or sections are weighed appropriately, i.e., the weights coincide with your notions about the most important objectives.

Adapted from a questionnaire developed by Andrew D. Cohen, in "Second Language Testing," Teaching English as a Second or Foreign Language. Ed. Marianne Celce-Murcia. New York: Newbury House, 1991: pp. 486-506.

## TESTING LEP STUDENTS IN THE CONTENT AREAS

1. Use informal tests whenever possible.

We can find out a great deal about our LEP students' acquisition of content material by assessing them informally. This can be done during:

- *class discussions*
- *one-to-one conversations and interviews*
- *student note-taking sessions*

2. If they are not ready to make written responses, allow LEP students to reply orally or graphically to test questions.

3. Make sure LEP students are familiar with the following aspects of a formal, content area test:

- *The Test's Overall Format.*

This refers to the type of test and the test-taking behavior expected of the student. For example, some students may never have taken a multiple-choice test so you must teach them about this type of test beforehand. Other students may have never taken a timed test before.

- *The Use of Pictures and Graphic Cues.*

Students may never have taken tests which have visual cues.

- *The Cultural Referents.*

We must never assume that students from different cultures have the same cultural information in their backgrounds as our U.S. born students have. For example, can a LEP student from a country with an autocratic system of government understand or correctly answer a question about representative government in the United States?

Gerry Strei (1991).

### CULTURAL BIAS IN TESTING\*

1. Students' perceptions and understanding of tests affect their scores on tests.
2. Cultural referents of the test items may be unfamiliar to LEP's.
3. Picture cues may be misunderstood by LEP's.
4. A culturally-insensitive teacher administering the tests may also bias the results.
5. The familiarity of the person tested with the type of behavior which the test taker expects can also bias the results.
6. The comfort factor for LEP's can bias the results.  
(e.g., Timed tests, essays, multiple choice, etc. may produce anxiety for different minority groups.)
7. The motivation of LEP's regarding the test can also bias results.  
(e.g., if they feel tests are unfair or not worth taking, or if they have had bad experiences with tests in the past.)
8. Stereotyping students also can result in bias.  
(e.g., All Asian students are whizzes at math; all Hispanics have trouble with times tests.)
9. Failure to recognize important physical or emotional characteristics of students may also reflect bias.  
(e.g., the Holocaust for Israeli students; students with physical or emotional disabilities may do poorly, etc.)
10. Format of test may prove difficult for various LEP's.  
(e.g., writing compositions, giving an oral report, grammar vs. content.)

\*Prepared by Barbara Lotito for the Broward County Schools 1991 ESOL Summer Institute.

**SELF-TEST 5**

Complete the following lists by writing the appropriate word in each blank:

1. The focus of this unit--**ESOL THROUGH CONTENT AREAS**--is on:  
Vocabulary, Reading, and \_\_\_\_\_.
  2. The **CALLA** approach is ideally suited to the teaching of vocabulary and reading. The five steps are:
    1. Preparation,
    2. Presentation,
    3. Practice,
    4. Evaluation
    - and 5. \_\_\_\_\_
- 

Choose appropriate words to complete the following paragraph. Use only one word per blank. Some blanks may allow for more than one possible answer.

**Identifying and Teaching Essential Vocabulary from a Content Lesson (to LEP Students):**

First, determine which (3.)\_\_\_\_\_ are essential for talking about the lesson's concept. Check with the student(s) to see if these words are already (4.)\_\_\_\_\_. If not, define, demonstrate, and discuss the words. (5.)\_\_\_\_\_ them, if possible, to visuals, pictures, and/or graphs in the text. Use words the student(s) may already know to explain the new content.

---

For the remaining items, circle the appropriate letter or letters A, B, C. An item may have more than one correct answer.

6. Pre-reading activities suitable for LEP students include:
  - A. Teach unknown technical vocabulary with the help of realia, visuals, graphics, and charts.
  - B. Discuss the main point of the reading.
  - C. Summarize the passage before the students actually read it.
7. Criteria for establishing the suitability of content area tests for LEP students include:
  - A. Directions and format are clear, free of cultural bias.
  - B. Students are familiar with the use of picture cues.
  - C. Every test includes a true/false section.

**NOW TURN THE PAGE AND CORRECT YOUR WORK.**

**ANSWERS TO SELF-TEST 5**

1. Testing
2. Follow-up
3. words, terms,
4. known, understood,
5. Relate, Connect, Link,
6. A, B, C
7. A, B

**NOTE:** If you got two or more items wrong, view the video and read Unit 5 again.  
Then repeat Self-Test 5.



## UNIT 6

### TOPIC: LESSON PLANNING AND CLASSROOM MANAGEMENT

#### COMPETENCIES:

Demonstrate effective lesson planning by providing multi-level ESOL activities for a variety of situations, such as individual, small group and whole group instruction, cooperative learning, and learning centers.

Plan lessons utilizing peer tutors, volunteers or aides.

Identify ESOL specific classroom management techniques for a multi-level class, e.g., choosing group leaders, arranging rooms according to teacher/student responsibilities, utilizing audiovisual materials, giving positive feedback, and using time wisely.

#### STEPS TO FOLLOW:

- I. Read the contents of this unit and glance over the items in the Self-Test.
- II. View Video 6.
- III. Read over the unit again and make notes as to which point or theme you might want to use in your project activity for this unit.
- IV. Take Self-Test 6.
- V. Inservice Project Instructions:

Just as you did for the previous units, choose a theme or point from the readings and video for this unit. Then write one page which describes the theme/point and provides a related activity.

An example of a theme/point for this unit is "effective use of a paraprofessional (aide, volunteer)." The related activity might be the following: "translation of survival classroom vocabulary into students' home language, followed by TPR activity using same vocabulary in English."



**UNIT 6 READINGS**

**LESSON PLANNING AND CLASSROOM  
MANAGEMENT**

## INTRODUCTION TO UNIT 6: LESSON PLANNING AND CLASSROOM MANAGEMENT

Each day most of us face students who come from different backgrounds and levels of ability. It is rare for a teacher to have a class where all her students come from the same sociocultural and economic background, and have approximately the same abilities and previous education. In fact, such a homogenous environment actually has its drawbacks, one of which is certainly the absence of variety.

Our classes often are composed of LEP students of different ages, from more than one grade level, from different ethnic and cultural backgrounds, and with varying English language abilities. In addition, some of us have native-speakers of English alongside our LEP students.

How can we best plan our lessons and manage our classes in the face of such diversity? As we plan our lessons, we must take into account the different backgrounds of our students and try to use the differences to our own and their advantage. Let's look at several general steps in the lesson-planning process:

1. ASSESS THE NEEDS OF OUR STUDENTS.
2. SELECT GOALS AND OBJECTIVES.
3. SELECT CLASSROOM ACTIVITIES AND MATERIALS.
4. PERFORM ONGOING ASSESSMENT.
5. MODIFY THE PLAN OR PROGRAM IF NECESSARY.

Now let's take a closer look at each step.

### 1. ASSESS THE NEEDS OF OUR STUDENTS.

At the outset of the program, we must determine why the LEP students are in our class in the first place, what they hope to achieve, what we expect them to achieve, and what they already know. From initial assessment results, we can form groups of students according to ability when necessary.

### 2. SELECT GOALS AND OBJECTIVES.

We must ask and answer what it is our students need to learn and acquire and over what period of time. Of course, with a multi-level class some goals and objectives will be the same for the whole class while others will differ according to individual needs.

**3. SELECT CLASSROOM ACTIVITIES AND MATERIALS.**

These should focus on meaning and communication and not on form. For a multi-level class, the materials and activities must be varied to suit the different abilities and needs of our students.

**4. PERFORM ONGOING ASSESSMENT.**

Periodically we must test our students. Many times informal tests are sufficient to determine how much progress students have made and whether our goals, objectives, activities, and materials are appropriate or not.

**5. MODIFY THE PLAN OR PROGRAM IF NECESSARY.**

When we see that our students are not achieving according to the goals and objectives we've set, we should reassess the lesson plan and make the necessary changes.

What kinds of arrangements of our students, from one-on-one upwards, can we conceptualize for the multi-level class?

1. THE WHOLE CLASS
2. EQUAL-ABILITY GROUPS OR PAIRS OF STUDENTS
3. MIXED-ABILITY GROUPS OR PAIRS OF STUDENTS
4. INDIVIDUALS

Classroom activities can be conducted with any of these arrangements of students. In a multi-level class, activities must take place to suit different needs at the same time; for example, peer work in pairs might go on at the same time as small group activities and one-on-one teacher work. Groups can be formed for cooperative learning purposes and for game playing. Learning centers are ideal for small group, pair and individual work.

In conclusion, let's examine some checklists which can be of help in monitoring and improving our lesson planning and classroom management techniques. It's recommended that you use these checklists on yourself at the end of a teaching day every now and then. The checklists are found on the following two pages and are from a well-known book in the field of ESOL:

**Teaching Multilevel Classes in ESL** by Jill Bell, published in 1988  
by Dormac, Inc., P.O. Box 270459, San Diego, CA 92128-0983

Gerry Strei (1991).

TEACHER CHECKLIST I

\_\_\_\_\_ Did I allow for some self-selection of activities on the part of my students?

\_\_\_\_\_ Did I include some whole-class activities to develop group spirit?

\_\_\_\_\_ Did I make clear to the students the purpose of the activities?

\_\_\_\_\_ Did I spend some time with each group of students?

\_\_\_\_\_ Did I allow all students an opportunity to play the "teacher" role, at least within a group?

\_\_\_\_\_ Did I adjust the grouping arrangements to make sure that stronger students are not dominating the activities?

\_\_\_\_\_ Did the students take responsibility for their own learning?

## TEACHER CHECKLIST II

### *Did I Modify The Instructions?*

- provide visual clues
- have concrete materials handy
- encourage students to work collaboratively
- group students in several ways
- demonstrate and discuss the instructions

### *Did I Help Students With The Language They Need?*

- step back and observe as much as possible and be an active listener
- use facilitative language by restating, expanding, and extending when students spoke
- give positive feedback
- encourage students to
  - ask questions
  - ask for justification
  - persuade others to adopt their opinions
  - express emotions
  - give explanations, instructions, and information
  - make hypotheses, predictions
  - entertain others
  - provide samples of patter
- interact with at least 3 students each day
- use the tape recorder for student self-evaluation

### *Did I Help Students Record What They Had Done?*

- allow for invented spelling
- encourage students to write together
- give students samples of titles, phrases, vocabulary if they needed them
- have students dictate stories
- encourage peer discussion before and after writing
- have children edit each other's work
- suggest drawings as part of record-keeping
- promote letters, thank-you notes, and other forms of writing in addition to journal writing (e.g., see North York's writing folder ideas)
- comment in writing on the content, not only spelling or grammar
- maintain interactive journal writing between myself and the students

### *Did I Assist Students To Expand Their Concepts?*

- use other resources including the resource librarian
- encourage a variety of audiences
- incorporate
  - music
  - drama
  - screen education
  - research skills
  - art

## CLASSROOM MANAGEMENT: COOPERATIVE GROUPING\*

Cooperative grouping has been shown to be an effective classroom management technique that promotes learning among heterogeneous groups of students (Slavin 1981). The approach is different both from traditional whole classroom instruction and from other forms of group work. In cooperative groups, students of different levels are assigned roles which encourage them to work interdependently on a specific task.

Cooperative groups are heterogeneous, both linguistically and in reading or ability level. Language minority students are mixed in with language majority students; students who are having difficulty reading the textbook work alongside those who are reading at or above grade level. The roles that are assigned in groups vary, but the following types of roles are common to different models of cooperative grouping: a materials director, who is responsible for getting and putting away the material needed for the activity; a timekeeper, who makes sure that the group keeps track of the time involved; a supervisor, who makes sure that the group is doing what it is supposed to do; and a reporter, who is responsible for either writing or telling students in other groups about the group's activity. The assignments are changed occasionally so that every student has a chance to experience the different roles involved. It is essential, however, that a role be assigned to each student to ensure that no one strays; in fact, you may wish to assign a student the role of the monitor whose responsibility it is to make sure that everyone in the group is on task.

Cooperative grouping is especially useful for involving language minority students who have just joined the mainstream classroom from the ESL or bilingual program. These students can be an integral part of any small group by virtue of the role that each student is assigned. If the activity is well chosen, each student has a vital part to play in completing the task that the group is given. Each member of the group becomes important for the success of the group, and consequently, the language minority student is not left out of the activity.

Cooperative grouping is also very helpful to language minority students in content-area classrooms because it promotes activity-centered lessons, where students work together to complete a given task. Students not only learn from each other but also have a chance to hear and speak language that is related to the task at hand. As mentioned in the preceding section, active involvement of the student is one way of ensuring learning. (See Cochran 1989 for a detailed description of how to set up a cooperative group in the classroom.)

\*Adapted from: Hamayan, E. and Perlman, R. (1990). Helping Language Minority Students After They Exit From Bilingual/ESL Programs: A Handbook for Teachers. National Clearinghouse for Bilingual Education.

## HINTS FOR TEACHERS OF NEWLY ARRIVED LEP STUDENTS

### SUGGESTIONS FOR TEACHERS:

1. Learn to pronounce each student's name.
2. Review information, including the student's age and prior educational background.
3. Learn about the student's home country (if not the U.S.A.), customs and the student's cultural background.
4. Make provisions for a class "buddy" who can assist with school and classroom orientation.
5. Provide classroom orientation, including orientation to procedures, texts, assignments, evaluation, and expected behaviors.
6. Homeroom teachers should assist with providing orientation to the school setting, including scheduling, lunch, use of the media center and other school services, available counseling, methods of home language support, and home/school communication.
7. Assist with provisions for home language support (classroom aide, other students who speak the home language, students of foreign language, volunteers, etc.).
8. Simplify directions for LEP students in language categories A and B.
9. Expect students to experience "culture shock" when adjusting to a new culture. Students may exhibit any of the following: physical problems (upset stomach, tiredness, etc.); psychological problems (homesickness, grief process, fear, etc.); anxiety, mood swings.
10. Assist students by providing consistency in classroom regulations and expected behaviors.
11. Conduct informal classroom assessments to determine the student's content knowledge.

### ORIENT THE STUDENT:

1. School's physical setting
2. Classroom
3. Student conduct code
4. School schedule
5. Location and procedures for lockers or storage areas
6. Lunch routine
7. Requirements concerning physical education such as "dressing out" or team sports (Many cultures do not permit co-ed activities or provide for shared dressing facilities.)
8. Extracurricular activities such as clubs or student organizations
9. Expected study skills, including orientation to test-taking (In some cultures, students learn primarily by rote memorization.)
10. Available student counseling services
11. Course/graduation requirements for high school students
12. Financial responsibilities/subsidies (lunches, P.E. uniforms, lab fees, etc.)
13. Technology (equipment, computers, etc.)
14. Emergency school procedures (alarms, fire drills, accidents, etc.)
15. Grading procedures and expectations
16. Personal communication skills - for totally non-English speaking students, immediate language instruction should include: greetings, simple questions, verbalization of name, address, phone number, etc.

Sheila Acevedo, 1991

## K-12 LEARNING CENTERS\*

Learning centers are excellent resources for providing students with opportunities to practice and extend skills and concepts learned in more direct instruction. In a learning center, students can work without direct teacher supervision. They can use centers either individually or cooperatively with peers. Planning time is necessary to create effective centers which will meet the instructional needs of the students. Centers can be organized so that students pool their linguistic, cognitive and cultural backgrounds and abilities to complete assigned tasks. Learning centers provide fun for the students while they are learning. The following aspects should be considered when planning learning centers:

### **Center management**

Rules must be set and explained regarding the use of the center. Centers are popular areas; limiting the number of students working at one time will provide greater access for all. Center purpose, activities and assignments must be clarified.

### **Location**

Each center should accommodate one to four students, equipment, and materials.

### **Types of activities**

Hands-on practice activities, experiments, and small projects are ideal for learning centers.

### **Introduction of the center**

Begin centers by introducing limited activities. Gradually introduce additional activities as the students become accustomed to using the centers. When introducing new centers to the class, review all center activities.

## **GUIDELINES**

Consider the following guidelines for making centers conducive to cooperation as well as second language and literacy learning:

1. ***Directions should be appropriate for independent use.***  
Give directions to the group by demonstration and explanation, but also provide directions for activities at the center which are appropriate for students of all English language proficiencies (cassettes, visuals, graphics, simple written directions, etc.).
2. ***Centers should include activities at several language and learning levels.***  
Activities should vary in difficulty (language master activities, matching activities, cloze activities, learning experience activities, projects, etc.). Learning centers may be set up as a library area, experience center, listening center, games, recordings, or a computer center.

3. *Centers should have tasks which require a variety of skills.* Hands-on activities accommodate a variety of learning styles and may include listening, speaking, reading, and writing activities. Student inventions or projects may be based on classroom themes. Listening activities and/or computer assignments should provide students with learning or practice activities that relate to regular classroom content. Exercises which "drill and kill" such as fill-in-the-blank grammar exercises may serve to confuse and bewilder the student.
4. *Centers should provide for student assessment.* Individual student prescription sheets or language master/cassette oral directions provide students with concrete assignments. The student's self-evaluation may include a check-off sheet or oral response on a language master card/cassette. A class/group list may also be used as a monitoring device to ensure that all students are participating and completing assignments. Oral and written answer keys allow students to complete self/group evaluations. The student records and completed assignments provide the teacher with progress information. It is suggested that learning center assignments/projects not be graded with letter grades (A, B, C, etc.).
5. *Classroom arrangement.* Learning centers should be placed in areas which permit students to work independently or in small groups. They should be clearly labeled and the materials easily accessible. Centers may be as simple as a table for projects and independent activities or may include equipment such as language masters, cassette players, head sets or listening stations, and/or computers.

\*Adapted from Enright, S.D. and McCloskey, M.L. (1988). Integrating English. Reading, MA: Addison-Wesley Publishing Co.

**ESOL STRATEGIES FOR CLASSROOM TEACHERS**  
**Working with Limited English Proficient**  
**(LEP) Students**

**LANGUAGE PROFICIENCY**

1. Use clear, simple vocabulary when addressing LEP students. It is not necessary to speak in a louder voice. (Riddlemoser, 1987)
2. Incorporate prompts, cues, facial expressions, body language, visual aids, and concrete objects as you instruct the LEP student in the classroom. (Riddlemoser, 1987)
3. Establish verbal routines in the classroom, i.e., "Good morning, Jose. See you tomorrow. Have a nice weekend". (Riddlemoser 1987)
4. Give short, concise directions one step at a time. Observe the LEP student to see if he/she understands what to do. Repeat if necessary. (Wilén, 1990)
5. Teach survival skills first (i.e., bathroom, cafeteria, clinic, book, pencil). Label common objects in the classroom in English. (Wilén, 1990)
6. Assign simple memorization tasks to the LEP student, to encourage language usage. (Riddlemoser, 1987)
7. Clarify idiomatic expressions and multiple meaning words as they appear in the text. Try to avoid using idiomatic expressions when you communicate with a LEP student. If an idiom is used, rephrase the meaning in another way and check for comprehension.
8. Allow the LEP student to make both grammatical and pronunciation mistakes. This is all part of the normal process of learning a second language. Model correct response.

**ACADEMIC SKILLS**

9. Use mechanical aids and hands-on experiences to reinforce learning. Computers, language masters and tape recorders are good reinforcers and can be operated by students with limited English. (Wilén, 1990)
10. Provide academic experiences and assignments that will allow the LEP student to feel challenged, successful, and productive. Assignments should be closely related to the work that the regular students are completing, but of lesser difficulty. This will allow the LEP student to become more organized and involved in class routine. (Riddlemoser, 1987)

ESOL Strategies, continued

11. Make frequent use of realistic and concrete experiences across the curriculum. Examples include:  

Mathematics: handling money in the cafeteria or store, telling time, using the calendar, measuring height and weight.  
Science: hands on experiences, animal care, charts, graphs, specimens.  
Social Studies: field trips, maps, customs, flags, "show and tell".  
Physical Education, Art, Music: encouragement of full participation and activity sharing from the PEP student's native country. (Riddlemoser, 1987)
12. Adapt, individualize, and modify classwork for the LEP student. Consider the student's level of language development, study skills, and the content area. (Riddlemoser, 1987)
13. Familiarize the LEP students with core vocabulary items that are part of the target lesson prior to presentation of the lesson. This vocabulary should be taught in context and not in isolation. (Damico and Nye, 1990)
14. Present new materials to the LEP student using "sheltered instruction" techniques. Attempt to simplify the language of instruction and relate it to previously learned material using language a little above the child's level. (Hamazan and Perlman, at press)
15. Repeat or paraphrase key ideas. If the student still does not comprehend, use synonyms to clarify. (Cochran, 1989)
16. Encourage classroom presentations about famous individuals from other countries. (Wilén 1990)
17. Encourage parents of LEP students to visit the school frequently. (Careaga, 1988)
18. Encourage parent participation by calling the family if they do not respond to notes that have been sent home. Bilingual social workers can be asked to make home visits and interpreters can assist during school meetings. Attempt to communicate in the native language with parents wherever possible. (Wilén, 1990)
19. Encourage parents of LEP students to reinforce educational concepts in the native language and/or English. (Careaga, 1988)
20. Encourage parents to use the language they are most comfortable with when they communicate with their child at home. A parent may not be able to meet the emotional needs of his/her child in English, if the parent is also attempting to acquire English as a second language.

ESOL Strategies, continued

CULTURAL INFORMATION

21. Ask the LEP student what name he/she would like to be called, and pronounce it properly. Verify the child's legal name with the parent. In the Hispanic culture, a child commonly carries both the mother's and father's family name. Acknowledgement of the correct name can be critical. (Christensen, 1975, Wilen, 1990)
22. Enhance the LEP student's self-pride by encouraging presentations about native food, costumes, traditions, etc. (Wilen, 1990)
23. Organize an international fair at your school. Encourage LEP parents and students to actively participate.
24. Learn about the cultural backgrounds of your LEP students. Understand that diverse cultural differences may inhibit the LEP student from functioning according to the rules of the dominant U.S. culture. (Golnick and Chinn, 1986)
25. Seek help from other professionals such as school psychologists, social workers, guidance counselors, or speech pathologists if a child exhibits extreme academic or behavioral problems in comparison to other LEP students in the class. (Wilen, 1990)

**ESOL SUGGESTIONS FOR CLASSROOM TEACHERS**  
**Working with Limited English Proficient**  
**(LEP) Students**

**LANGUAGE PROFICIENCY**

1. Encourage the LEP student to speak English as much as he/she is able to. Allow the student to use the native language for more technical and/or emergency situations without reprimand. (Riddlemoser, 1987)
2. Identify other students in the school who speak the LEP student's native language. Use other students or bilingual personnel to help the LEP student communicate with his/her teachers. (Riddlemoser, 1987)
3. Continue to speak English to the LEP student, even if he/she does not speak to you. It is normal for the LEP student to have a "silent" period that may last for days, weeks, or months, as he/she develops active listening skills in his/her new language. (Riddlemoser, 1987)
4. Assign a "buddy" to the LEP student. If possible, choose a veteran buddy who speaks the native language for academics, and an "English only" buddy for more social activities. Train and encourage the buddy to ensure the LEP student has a good role model. (Riddlemoser, 1987, Wilen, 1990)
5. Include the LEP student in as many classroom activities as possible. Even a child who speaks limited English is able to "point to the map, circle the correct answer," etc. Assign the LEP student classroom chores, (i.e., passing out papers, washing the chalkboard). (Riddlemoser, 1987)
6. If necessary, use a lower level basal reading series for the elementary LEP student. At elementary and secondary levels, spelling, grammar, and punctuation exercises may be assigned from lower level textbooks or workbooks. (Riddlemoser, 1987)
7. Compile a list of commonly used "direction" words such as "underline, circle, write, draw, cut, read, copy". Have the LEP student illustrate the words or translate them into his/her native language. Encourage the student to keep these words in a notebook or on his/her desk. Underline these words on worksheets or consumable texts for consistency. (Riddlemoser, 1987)
8. Encourage the LEP student to work as part of a small, cooperative group with individuals who are able to handle classroom activities. Assignments may include working on cooperative projects, investigating new vocabulary words, and drilling and assisting others in the learning of predetermined material. (Damico and Nye, 1990)

ESOL Suggestions, continued

**ACADEMIC SKILLS**

9. Always involve the LEP student in classroom activities as his/her English becomes more proficient. He/she can answer questions with a single, correct answer, (i.e., true/false), can do basic mathematical computations or recite specific historical dates. (Cochran, 1989)

**BEHAVIOR MANAGEMENT**

10. Communicate classroom rules to the LEP student using visually displayed charts, graphs, and reward systems. It is important that the LEP student understands your expectations from the beginning. Use frequent positive reinforcement. (Riddlemoser, 1987)
11. Explain acceptable classroom rules. Reprimand the LEP student for physical aggression privately. (Cheng, 1991)
12. Give positive reinforcement when the LEP student demonstrates willingness to cooperate and share. This will enhance the student's self esteem. (Cheng, 1991)
13. Give the LEP student opportunities to make decisions and choices. Show approval as these decisions are reached and guide the student as he/she attempts to move from simple to complex decision-making. (Cheng, 1991)
14. Encourage the LEP student to share special talents with his/her class. This will improve the student's self image, and increase his/her status with his/her classmates. (Cheng, 1991, Wilen, 1990)

**PARENT/SCHOOL INTERACTION**

15. Encourage parents of LEP students to attend school sponsored activities. (Careaga, 1988)

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**SELF-TEST 6**

Choose appropriate words to complete the following statements. Use only one word per blank. Some blanks may allow for more than one possible answer.

1. In a multi-level class, activities must take place to suit \_\_\_\_\_ students' needs at the same time.
2. Students can be arranged in groups or pairs of either equal or \_\_\_\_\_ ability.

For the remaining items, circle the appropriate letter or letters A, B, C, D. An item may have more than one correct answer.

3. Multi-level activities include
  - A. Peer work in pairs
  - B. Cooperative learning groups
  - C. Small group work at learning centers
  - D. A poem recitation by the entire class
4. Effective classroom management practices for a multi-level class include(s)
  - A. Choosing group leaders
  - B. Arranging the room according to teacher/student tasks and responsibilities
  - C. Using audiovisual and hands-on materials wisely
  - D. Making students feel comfortable; giving them positive feedback
5. Informal assessment of LEP students' ability or achievement in a given area can be done by
  - A. Observing a student's actions (e.g., one-to-one TPR)
  - B. Assigning standardized and timed achievement tests
  - C. Observing students' language during casual interviews
  - D. Checking students' note-taking after a lecture or short documentary film

**NOW TURN THE PAGE AND CORRECT YOUR WORK.**

## ANSWERS TO SELF-TEST 6

Possible answers to items 1. and 2. are:

1. different, individual, many,
2. mixed, varied,
3. A, B, C,
4. A, B, C, D
5. A, C, D

**NOTE:** If you got two or more items wrong, view the video and read Unit 6 again. Then repeat **Self-Test 6**.

**CONGRATULATIONS! YOU HAVE JUST  
FINISHED THIS 18-HOUR INSERVICE. BE  
SURE TO TURN IN YOUR FINAL PROJECT.**

