Supporting the needs of Limited English Proficient (LEP) students
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The Office of English Language Acquisition in the U.S. Department of Education reports that between 1990 and 2000, the population of students learning English as a second Language in America’s schools doubled from 2.2 million to 4.4 million.

(Education Week 2003)
Broward County Public Schools Statistics (February 2005)

276,185 students
Total Enrollment

Foreign Born Student Enrollment
42,421

56 Languages
168 Countries
Broward County
Public Schools
(February 2005)

<table>
<thead>
<tr>
<th>LEP Student Enrollment</th>
<th>Monarch High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>27,159 (13%)</td>
<td>193 (Total LEP)</td>
</tr>
<tr>
<td>Spanish 16,263</td>
<td>83</td>
</tr>
<tr>
<td>Haitian-Creole 6,926</td>
<td>8</td>
</tr>
<tr>
<td>Portuguese 1,127</td>
<td>91</td>
</tr>
<tr>
<td>others 11</td>
<td></td>
</tr>
</tbody>
</table>
Broward County Public Schools
(February 2005)

LEP Student Enrollment
36,714 (13%)

Spanish 16,609
Haitian-Creole 6,988
Portuguese 1,204
What does “ESOL” mean?

English for Speakers of Other Languages
What does “LEP” mean?

**Limited**

**English**

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

- communicate in social settings
- achieve academically in all content areas.
- use language in socially and culturally appropriate ways.
Language Acquisition Is a Long-Term Process

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

Multiple factors influence rates of acquisition:

- Educational background
- 1st language literacy level
- Learning style
- Cognitive style
What has been your experience with ELL?

(Questionnaire)
Language Acquisition

**BICS** | **CALP**
**Language Acquisition**

**Basic Skills**

**Interpersonal Communication**

**Language Proficiency**

**Timeframe**

- Social language skills in English: 2 years
- Academic language proficiency: From 5 to 7 years
LANGUAGE CLASSIFICATION

Aural/Oral Language Proficiency Test

A1  A2  B1  B2  C1  C2

Beginning .................................................................→ Advanced
Newcomers
Low Level English Proficiency

Students comprehend more complex messages than they can produce.

“Silent Period”
<table>
<thead>
<tr>
<th>ELL Student</th>
<th>ELL Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow simple commands</td>
<td>✔ Use simplified speech</td>
</tr>
<tr>
<td>Point</td>
<td>✔ Use gestures/acting out</td>
</tr>
<tr>
<td>Respond with movement</td>
<td>✔ Use pointing</td>
</tr>
<tr>
<td></td>
<td>✔ Use frequent repetition</td>
</tr>
<tr>
<td></td>
<td>✔ Use props, visuals</td>
</tr>
<tr>
<td></td>
<td>✔ Model/demonstrate</td>
</tr>
<tr>
<td></td>
<td>✔ Include flash cards, pictures,</td>
</tr>
<tr>
<td></td>
<td>✔ Teach survival vocabulary</td>
</tr>
<tr>
<td></td>
<td>✔ Modify text</td>
</tr>
</tbody>
</table>
## Basic/Intermediate

<table>
<thead>
<tr>
<th>ELL students</th>
<th>ELL Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>One word responses</td>
<td>✓ Use language in a relevant way</td>
</tr>
<tr>
<td>Short utterances</td>
<td>✓ Ask questions that can be answered with <em>yes/no</em> and <em>either/or</em> responses</td>
</tr>
</tbody>
</table>
Examples

• Yes/No - Are you hungry?

Either/or - Is this a book or a pencil?

• What is this? It’s a ________________

• General Question - What is in your book bag?

Encourage lists of words

*Direct error correction for students at these stages is inappropriate. You need to model/demonstrate the correct response in context.
Beginning of more fluent Verbal Communication

Respond in the form of more complex phrases and sentences.
<table>
<thead>
<tr>
<th>ELL Students</th>
<th>ELL Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will use the</td>
<td><strong>Apple</strong> Ask questions:</td>
</tr>
<tr>
<td>language more freely</td>
<td>- why?</td>
</tr>
<tr>
<td>with peers.</td>
<td>- how?</td>
</tr>
<tr>
<td></td>
<td>- describe...</td>
</tr>
<tr>
<td></td>
<td>- talk about...</td>
</tr>
<tr>
<td></td>
<td>Use graphic organizers, visuals, objects, focus on key points. Review grade level vocabulary; use dictionary/thesaurus.</td>
</tr>
</tbody>
</table>
Graphic Organizers

The Enemies of Learning

Venn Diagram

<table>
<thead>
<tr>
<th>Different</th>
<th>Alike</th>
<th>Different</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>K</th>
<th>What we know</th>
<th>W</th>
<th>What we want to know</th>
<th>L</th>
<th>What we have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</table>
Video Clip

Graphic Organizers

What makes this a successful strategy for LEP students?
One Sentence Summary Frame Example

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

Comparison Frame

_____ (is, are) the same as ___________ in several ways. First of all, ______________________________. Secondly, ______________________________. In addition, ______________________________. Finally, ______________________________. It is clear that _______ and _______ are alike in many respects.
Intermediate/Advanced Level

- Students will use the language in social settings fluently.
- They may have difficulties with abstract concepts.
<table>
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<th>ELL Students</th>
<th>ELL Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in reading and writing activities to acquire new information.</td>
<td>✓ Use graphic organizers to develop concepts.</td>
</tr>
<tr>
<td></td>
<td>✓ Expand literacy through content.</td>
</tr>
</tbody>
</table>

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

- Students will exit program
- Monitored for two years
## ESOL Instructional Strategies Matrix

### A. Methodologies/Approaches
- A1 Total Physical Response (TPR)
- A2 Natural Approach
- A3 Cognitive Academic Language Learning (CALLA)
- A4 Whole Language Approach
- A5 Language Experience Approach (LEA)
- A6 Retelling a Story
- A7 Activating Prior Knowledge

### B. Visuals
- **B1** Flow Charts
- **B2** Maps
- **B3** Charts
- **B4** Graphs
- **B5** Pictures
- **B6** Semantic Webbing/Mapping
- **B7** T-Charts
- **B8** Venn Diagrams
- **B9** Story Maps
- **B10** Timelines
- **B11** Computer/Software

### B. Other Audio/Visuals
- **B12** Realia
- **B13** Videos/Films/CD ROM
- **B14** Demonstrations
- **B15** Captions
- **B16** Labeling
- **B17** Music/Songs
- **B18** Cassettes-Music/Books

### C. Interactive Strategies
- **C1** Peer Buddy
- **C2** Small Group Activities
- **C3** Pairs and Threes
- **C4** “Corners”
- **C5** Think-Pair-Share
- **C6** Group Reports, Projects
- **C7** Panel Discussions/Debate
- **C8** Choral Repeating/Read Around Groups

### D. Other Interactive Strategies
- **D1** K-W-L (Know/Wants to Know/Learned)
- **D2** Role Play
- **D3** Games
- **D4** Dialogue Journals

### E. Modified
- E1 Vary Complexity of Assignment
- E2 One-on-One Instruction with Teacher or Aide
- E3 Modify Nature of Assignment/Timing/Scheduling
- E4 Substitute Diagram for Paragraph
- E5 Explain Key Concepts
- E6 Repeat/Paraphrase/Slow Down Vocabulary with Context Clues
- E7 Reading with a Specific Purpose
- E8 Use Simple, Direct Language (Limit Idioms)
- E9 Use all Modalities/Learning Styles
- E10 Provide Meaningful Language Practice
- E11 Use Simple, Direct Language (Limit Idioms)
- E12 Use all Modalities/Learning Styles
- E13 Provide Meaningful Language Practice
- E14 Drills (Substitution, Expansion, Paraphrase, Repetition)
- E15 Directed Reading/Thinking Activity (DRTA)
- E16 Semantic Feature Analysis
- E17 SQ3R (Survey, Question, Read, Recite, Review)
- E18 Summarizing
- E19 Notetaking
- E20 Wordbanks
- E21 Repetition
- E22 Vocabularly with Context Clues

### F. Multicultural Resources
- F1 Guest Speakers
- F2 Use of Community Resources
- F3 Cultural Sharing
- F4 Varied Holiday Activities

### G. Alternative Assessment Instruments
- G1 Interview
- G2 Content Retelling
- G3 Content Dictation
- G4 Clear Procedure
- G5 Graphic Representation
- G6 Student Self-rating and Evaluation
- G7 Teacher Rating Checklist
- G8 Writing Sample
- G9 Group Testing / Flexible Setting
- G10 Observation/Anecdotal
- G11 Portfolio

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**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
**BILINGUAL/FOREIGN LANGUAGE/ESOL EDUCATION DEPARTMENT – ESOL INSTRUCTIONAL STRATEGIES MATRIX**
Modifications and Accommodations For LEP Students:

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

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

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

Successful Schools Incorporate:

- Second Language Acquisition
- The Use of Second Language Instructional Strategies
- A Safe and Welcoming Place
For further assistance contact the bilingual/esol reading resource Teachers at:

754-321-2965