



***ESL 101: Teacher
Behaviors for the
Instruction of
English Language
Learners***

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Questions 1-3

True or False:

- 1. English language students (ELLs) should not begin to study the more language intensive content areas like science and social studies until they have developed basic English and “survival skills.”**
- 2. Schools should discourage ELLs from using their home language in the content area classes because this will delay their progress in developing English skills.**
- 3. Classroom teachers can help ELLs develop academic language by correcting the student’s pronunciation and grammatical errors as they occur.**

Questions 4-5

4. **Generally, older ELLs who have limited schooling in their first language experience greater challenges achieving academic success in U.S. schools than do younger ELLs.**
5. **Many language minority students do not listen attentively in class.**



Teacher Expectations

- ◉ Teacher expectations play a profound role in the education of ELLs.
- ◉ Teachers may hold their ELLs to lower standards.
- ◉ Teachers believe that by holding their ELLs to lower standards they are protecting them.



Teacher Expectations (Family)

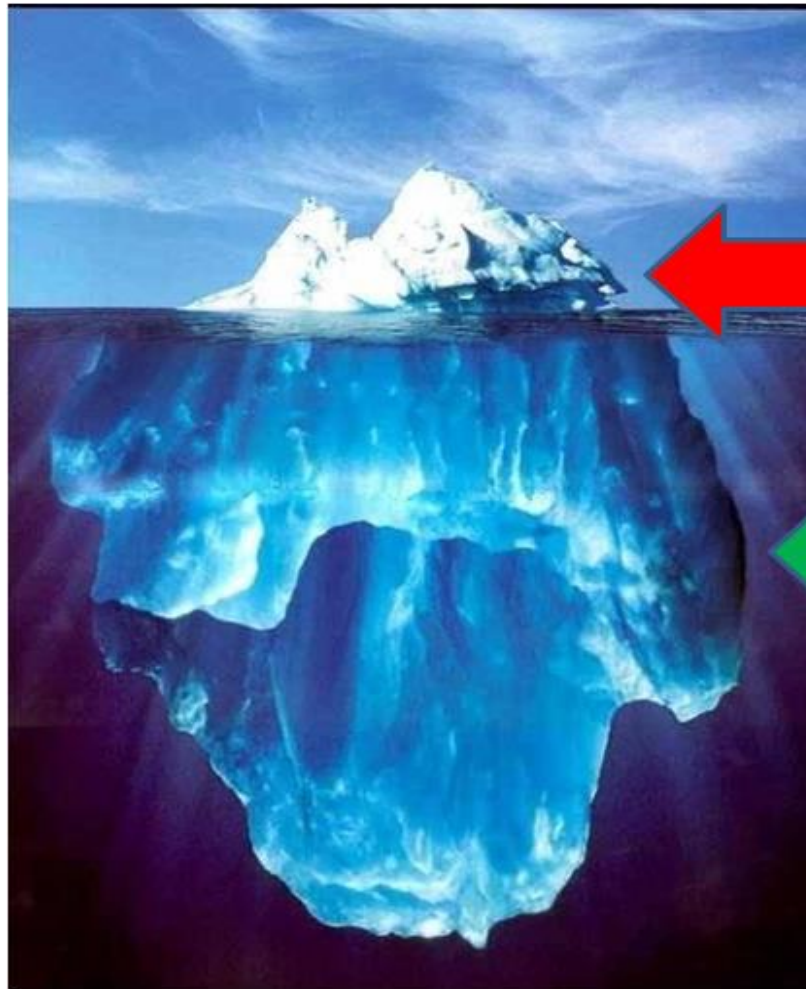
- Teacher expectations extend to beliefs about families as well as the students.
- Teachers often believe that their ELL's parents are not capable or willing to help their children succeed in school.
- How does family define education?



Children in Poverty

- Equal of better access to loving parents (Marzano)
- Diminished access to resources (experiences and interactions).
- Exposure to less language
- Heroic acts of sacrifice
- Resilience
- Persistence
- Joy

BICS and CALP



BICS

CALP

Factors that influence proficiency acquisition

- Current Level of English Proficiency
 - Length of stay in United States
 - Age of student when he/she arrives in US.
 - Parents' level of English proficiency.
 - Beginner, Intermediate and Advanced
- Family Socioeconomic Level
 - Strong correlation with academic performance
 - Strong correlation with school failure/dropping out.
- Cultural Differences
 - Impacts students' learning and behavior
 - Impacts relationships with teacher and students

Understanding Academic Language

- Unlike social language, the language of the classroom requires the use language that is conceptually demanding and cognitively complex.
- Academic assignments require the use of different forms of language to do the following:
 - Define, describe, explain
 - List, order, classify
 - Discuss, compare, contrast
 - Analyze, explain, infer
 - Integrate, predict, deduce
 - Evaluate, justify, defend

Understanding Academic Language

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Social and Academic Language

Social Language

- Tell me about the girls in your gymnastics class.
- Why do you want to do that?
- Is there an easier way to do this?
- What do you think is going to happen? Why?
- Who's your favorite teacher? Why?

Academic Language

- Compare and contrast the main characters in the book.
- Explain what you believe to be the most effective choice.
- Can you propose and support an alternative technique to facilitate this procedure?
- Which of the characters do you find the most interesting? Justify and explain your choice.

The National Council of Teachers of English

- The National Council of Teachers of English suggest that there should be two types of relationships with our students – the teacher-learner relationship and the adult-child relationship



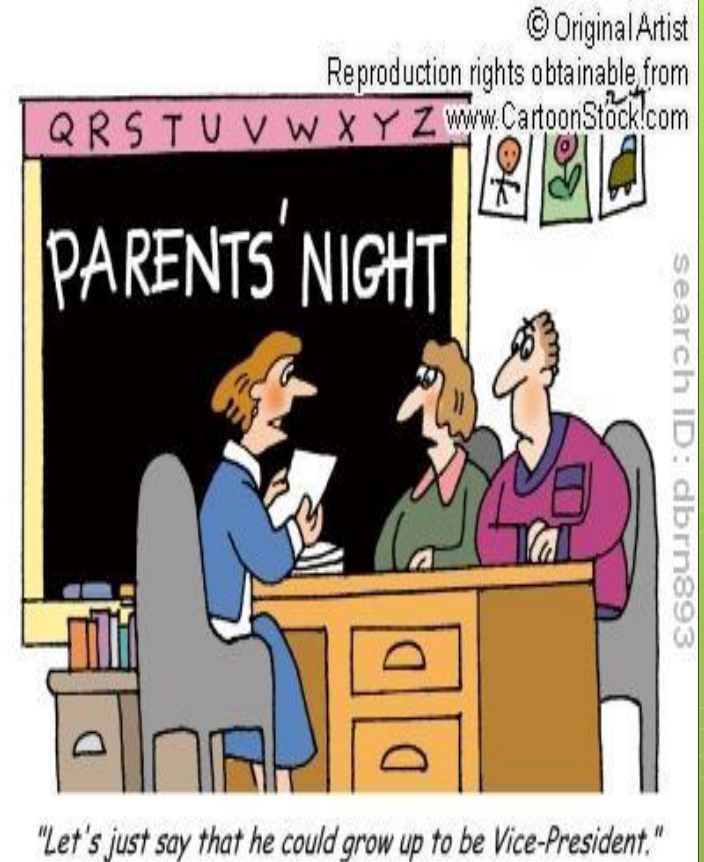
Teacher- Learner Relationship

- This involves knowing our ELL students as learners
- Teachers need to know their proficiency levels in English and their literacy skills
- Teachers need to know and be aware of what background knowledge they bring to specific content that is being taught.



Adult-Child Relationship

- This is a personal relationship that involves knowing the student's life.
- By knowing these things the teacher will be able to bridge the gap between school and the world in which the students live
- Knowing the students as children will help the teacher integrate what the student already knows with the grade-level content



Proficiency Descriptors

- Often identified in three proficiency levels:
 - Beginning
 - Intermediate
 - Advanced



Beginner – Advanced Text

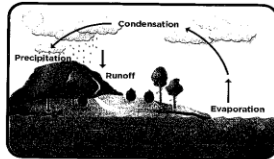
CHAPTER 2

Changes Due to Water

Three quarters of Earth is covered with water. Water makes many changes to the land.

The water cycle is the movement of water. Heat from the sun warms water on Earth's

surface. The water turns from a liquid to a gas. The gas is called water vapor. Water vapor rises into the air. In the cold air, water vapor changes back into a liquid. Drops of water form clouds. When the clouds get too full, the water falls to Earth as rain.



The water cycle recycles water on Earth.

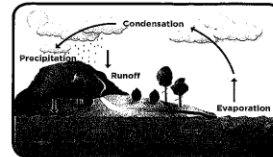
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CHAPTER 2

Changes Due to Water

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The water cycle is the movement of water above, on, and below the Earth. Heat from the sun warms water on Earth's surface. The water turns from a liquid to a gas. The gas is called water vapor. Water vapor rises. In the cold air, water vapor turns into a liquid. Drops form clouds. When the clouds get too full, it rains.



The water cycle recycles water on Earth. Water moves through the cycle as a liquid or gas.

Language DETECTIVE Replaces has the prefix *re-*. Find another word with the prefix *re-*.

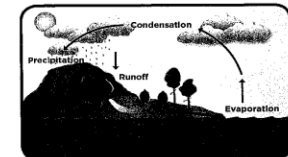
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CHAPTER 2

Changes Due to Water

Three quarters of Earth's surface is covered with water. Water makes many changes to the land. The water cycle replaces Earth's water all the time.

The water cycle is the movement of water above, on, and below the surface of Earth. Most of the water on Earth is in the ocean. Heat from the sun warms the water. The water evaporates into water vapor. Water vapor rises into the cold air. The water vapor condenses, or changes back into a liquid. Drops of water join together and form clouds. Some clouds get too full of water. The water falls to Earth as rain.



The same water is recycled all the time. Drops of water in the cycle may be millions of years old.

9

Accessing Prior Knowledge: Learning in Another Language

Key strategies that provide quality instruction for English language learners:

- An outline of each day's agenda
- Hands-on experiences
- Charts with key vocabulary
- Pictures, graphics, and demonstrations



Word Wall

⇒ Language Words

WORD WALL

A	B	C	D	E	F	G
Awesome August Aben Adam Ashlyn although	Because base-ten name Base Ten Blocks	corn Clans Cousin Compare	Different Daniel Daily 5 Diagonal	Ethno M EM EMILY	Fabulous First Nations	
H	I	J	K	L	M	N
Harvey hundred		Julia	Kaylah	Louie Lakes Michigan Lake Erie Lake Superior Lake Huron Lake Ontario Lauren	Magnificent Marks	
O	P	QR	S	T	U	VWXYZ
Oscar Order Ordinal number	Place Value	Ritaj Retell round	September Sarah Sahara	thousand tens digit	Upper Canada Victoria	Wendat People

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Making Speech Comprehensible

Have you noticed when you hear a language that is unfamiliar to you, it is often difficult to distinguish one word from another?

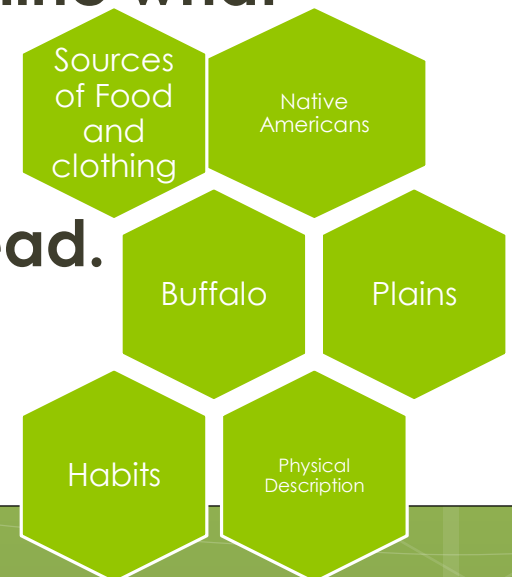
❖ What should classroom teachers do to give students the **time** they need to process the language itself and make the content of the language comprehensible?

1. Slowing down the rate of speech
2. Pausing between thoughts
3. Gestures
4. Avoid Idioms
5. Redundancy



Making New Information Comprehensible

- ❖ **Connecting new ideas to prior experiences and learning helps students make sense out of new material.**
- ❖ **Much of the material we expect our students to read is dense, academic text above their reading level.**
- ❖ **We must analyze the text to determine what challenges it might present, and then plan supports that will help students make meaning as they read.**
 - ❖ **Use Visual**
 - ❖ **Graphic organizer**
 - ❖ **Pictures**



Contextualize Instruction

- Many ELLs bring neither the reading skills nor background knowledge required to understand the complex grade-level concepts with which they are presented.
- We should provide context for new information to compensate for the lack of background knowledge our students may have.

Lesson on Pita Bread

- Objective: Students will engage in a bread-baking activity that encourages the development of math, science, and multicultural concepts.
- Step 1: Explain that students will be baking a special type of bread called "pita bread," also called "pocket bread." Ask them to share what they may already know about pita bread.
- Step 2: Engage children in gathering the baking utensils, washing the cooking surface, and washing their hands. Review the recipe before starting.

Tortilla



Pita Bread



The Four Quadrants

A

- Participating in an art class
- Playing a game in PE
- Playing with friends at recess
- Following directions after watching them modeled

B

- Listening to a lecture with a graphic organizer
- Reading a textbook with graphics- pictures, charts, and maps
- Writing an essay after discussion, reading, organizing information on a graphic organizer

C

- Writing a list
- Talking on the telephone
- Copying from the board
- Filling in a worksheet

D

- Listening to a lecture
- Reading a textbook
- Writing a persuasive essay
- Writing a lab report
- Solving a word problem in math
- Taking Standardized Tests



*Effective
Practices*

Effective Practices: Food for Thought

- An effective way to develop student's academic language is through the use of **Read Aloud**.
- Show value of home culture.
- Allow the use of native language.
- Curriculum that incorporates higher-order thinking skills.
- Opportunities for student-to-student interaction that benefits oral academic language
- Opportunities for practice

Effective Practices: Pre-Production

Students can:

- Listen
- Point
- Respond with action
- Draw
- Choose
- Act out



Teachers should:

- Use visual aids
- Modify speech
- Focus on key vocabulary words
- Ask for physical responses

Components of effective reading instruction:

- Phonemic awareness – individual sounds
- Phonics – written letters/spoken sounds
- Fluency development – read accurately and quickly
- Vocabulary development – learning the meaning and pronunciation of words
- Comprehension strategies – understanding remembering and communicating what is read,



A Word about Vocabulary

- Home language experiences can positively affect literacy development
- Include a focus on developing oral proficiency in English
- Activity: **Create a vocabulary card for the word “bright.”**



Vocabulary word	Definition in student's own words
Illustration	Antonym or what it doesn't mean

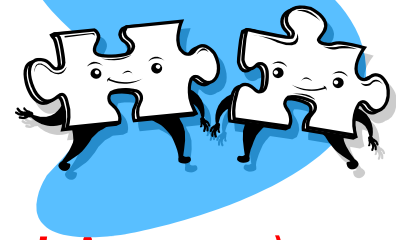
A Word About Grammar

- Best taught in context
- Identify the areas the student struggles in
- Use student work and text as teaching materials
- Look at the 10 major areas of grammar



Ten (10) Areas of Grammar

- Sentence Structure (*The man builds **his family** a house.*)
Subject?, Predicate?, Indirect Object?, Direct object?
Subject-verb agreement (*The dog eats pork.*)
- Verb tense (*buy, bought*)
- Verb phrases (*A man **puts the jewels quickly** in the box.*)
- Plurals (*Sheep - Sheep, Mouse – Mice, Fig – Figs*)
- Auxiliary verbs (*I **have** finished my dinner*)
- Articles (*A, AN and THE*)
- Word Forms (*sick, sickness, sickly*)
- Fixed expressions (*Phrases beginning with **by** or **at, in** or **on***)
- Idioms (*"...spilled the beans" or "...let the cat out of the bag"*)
- Word choice (*I sprayed the ants in their **private** places.*)



A Word about Error Correction (Factors to Consider)

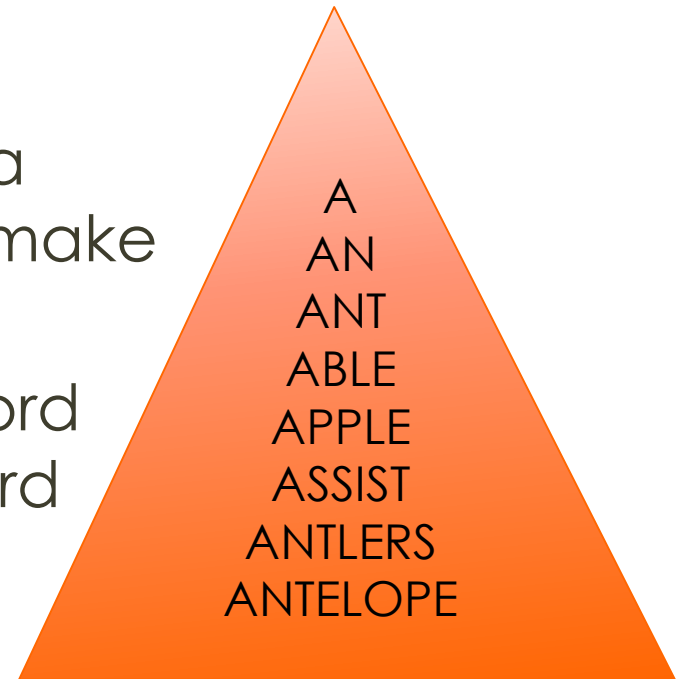
- ⦿ **Comprehension** – Do errors interfere with comprehension? Restate or explicit correction?
- ⦿ **Teaching Focus** – Correct errors that reflect the focus of your teaching.
Ex.: *“He goed to school.”*
- ⦿ **Frequency** – Repeated make the same mistake.
“He say he pretty.”



Writing for Academic Purpose

Word Pyramids

- Students explore their word knowledge
- Teacher gives each student a letter and the instructions to make a word pyramid.
- Students write a two letter word followed by a three letter word and so on.



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