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AUTHOR	Parker, Dennis R.
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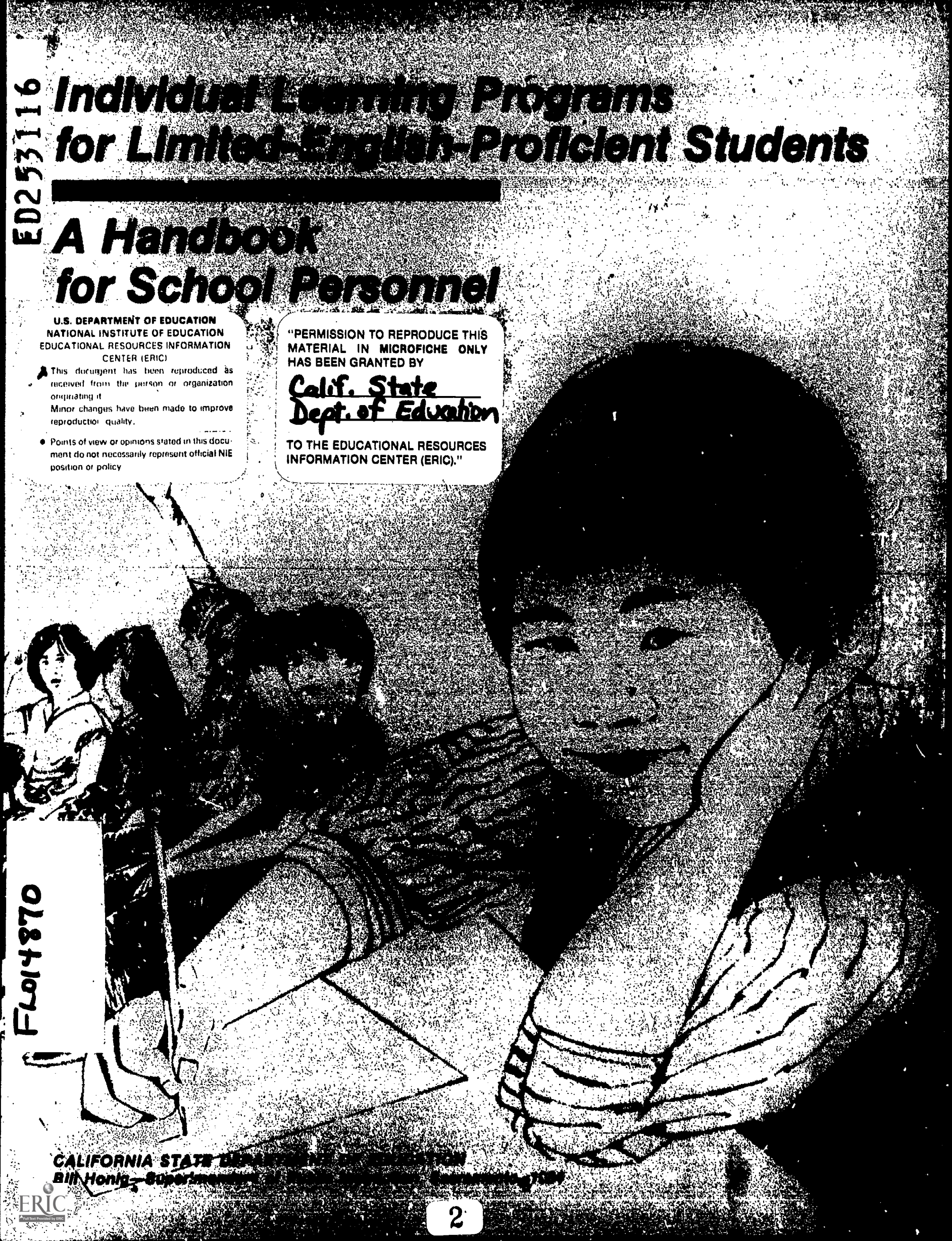
ABSTRACT

A handbook designed to provide legal, pedagogical, and practical assistance to those responsible for providing a comprehensive educational program for limited-English-proficient (LEP) students in California's public schools is intended for schools with both large and small concentrations of LEP pupils. The first section outlines legal requirements and definitions concerning identification, diagnosis, annual assessment, reclassification, program placement, program content, staffing, parent involvement, submission of plans, and funding. The second section discusses the theory and implications of primary language instruction, instruction in English as a second language, content instruction using a second language, relative language use, and student types and general recommendations. The third section examines the components of an individual learning program (ILP), including diagnostic information, curriculum, objectives, activities, personnel, materials, schedule of instruction, grouping, language use, parent/student consultation, and ILP design. A final section provides summary checklists for documentation, steps to implement an ILP, and instructional procedures. Appendices include diagrams and more detailed treatment of procedures and issues outlined earlier in the text, and some forms. (MSE)

Individual Learning Programs for Limited-English-Proficient Students

A Handbook for School Personnel



CALIFORNIA STATE [illegible]
Bill Honig—Superintendent [illegible]

Individual Learning Programs for Limited-English-Proficient Students

A Handbook for School Personnel

Prepared under the direction of the
BILINGUAL EDUCATION OFFICE
California State Department of Education

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A list of other publications available from the Department may be found on page 74.

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Preface

Providing all students in California public schools with equal educational opportunities continues to be one of our greatest challenges. The more we focus on the individual differences and needs of students, the more demanding the tasks of teaching and administering seem to become. This situation is especially true in a state with a student population as linguistically diverse as ours. Yet, these challenges are not without their accompanying rewards, for they can spark creative improvements in our educational system and bring about student progress.

This handbook is designed to provide legal, pedagogical, and practical guidance to those responsible for providing a comprehensible education for the limited-English-proficient (LEP) pupils enrolled in California public schools. This responsibility is particularly great in schools with low concentrations of linguistically diverse LEP pupils, especially when primary language materials and bilingual staff are scarce. This document provides at least a point of departure for districts in dealing with these realities while continuing to strive for optimal programs. We hope it becomes an important tool for helping educators, parents, and students to realize the goal of effective schooling for all students, regardless of language background.

JAMES R. SMITH
Deputy Superintendent
Curriculum and Instructional Leadership Branch

GUILLERMO LOPEZ
Manager
Bilingual Education Office

RAMIRO REYES
Director
Categorical Support Programs Division

DENNIS R. PARKER
Consultant and
ILP Handbook Project Coordinator
Bilingual Education Office

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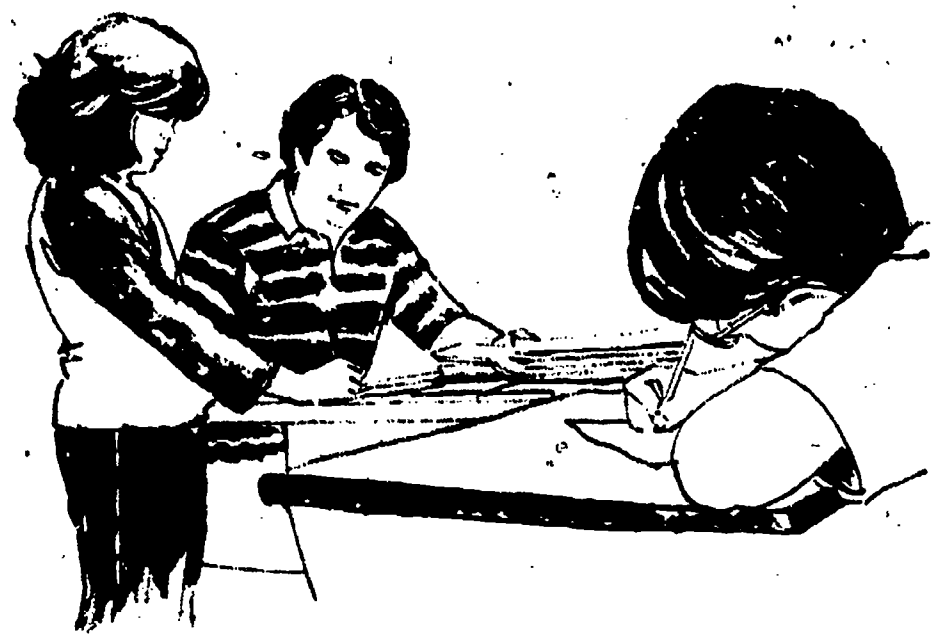
Although ILP students may not be enrolled in large numbers, they still deserve a good education.



Introduction

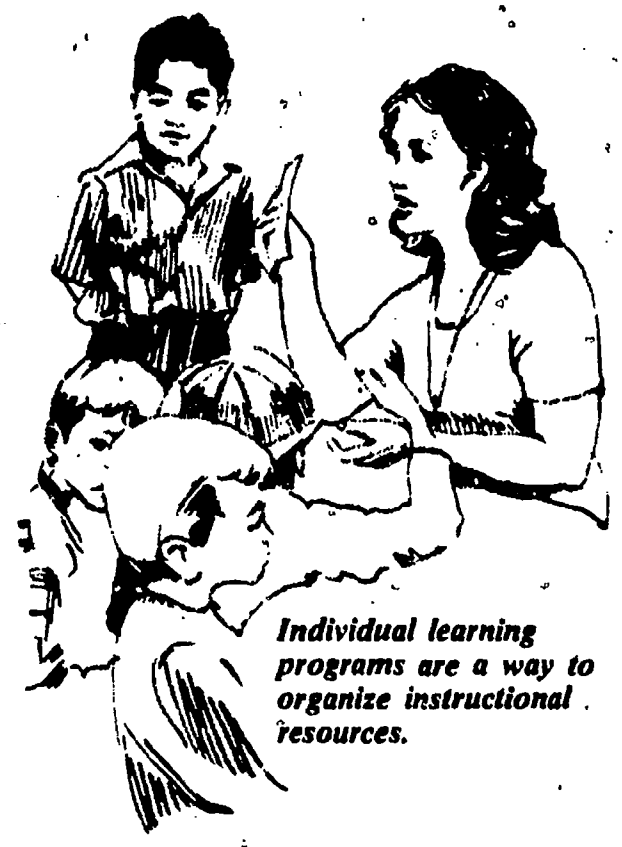
During the past ten years, individualized instruction has become increasingly popular. It is used in programs for the gifted and talented, in special education programs, and in regular programs. In this handbook individual learning programs (ILPs) for limited-English-proficient (LEP) students in California are discussed. Properly developed and implemented, ILPs can be an effective means of providing students of limited-English proficiency who are not in full bilingual programs[1] with (1) a linguistically comprehensible program of instruction; (2) opportunities for psychosocial adjustment; and (3) treatment consistent with the well-known educational principle of building on students' existing cognitive/academic strengths and language skills.

The requirements for bilingual individual learning programs first appeared in the Chacon-Moscone Bilingual Bicultural Education Act (AB 1329/76) in response to the United States Supreme Court decision of *Lau* v. *Nichols* (414 U.S. 563), federal requirements, and several other court decisions.

The continuing requirements for and expansion of individual learning programs (ILPs) in the Bilingual-Bicultural Education Reform Act (AB 507/80) represent a widespread concern for providing linguistically appropriate instruction to a rapidly growing and diverse language minority student population. Elementary and secondary ILPs are a way to organize the instructional resources necessary to address the diverse academic needs of students of limited-English proficiency.

The new AB 507/80 legislation modified previous ILP requirements under AB 1329/76 in four ways:

1. It established a distinction between secondary and elementary ILP programs—options (e) and (f).
2. It based the elementary ILP requirements on programmatic options (a), (b), and (c) for kindergarten through grade six and a diagnosis of the relative linguistic and academic strengths of



Individual learning programs are a way to organize instructional resources.

[1]AB 507/80 identifies full bilingual programs as follows: (a) Basic Bilingual Education; (b) Bilingual Bicultural Education; (c)(1)(A) Innovative Bilingual Program; (c)(1)(B) Planned Variation Program; and (d) Secondary Level Language Learning Program. The same legislation also established two ILP options: (e) Secondary Level Individual Learning Program and (f) Elementary Level Individual Learning Program.

each LEP student in his or her primary language as well as in English.
3. It required the primary language to be used, not just in an educationally supportive manner, but to the degree necessary to sustain academic achievement in basic skills and content classes at both the elementary and secondary levels.
4. It established minimum staffing requirements to ensure the quality implementation of each ILP.

In short, AB 507/80 provides more detail than AB 1329/76 in staffing, curriculum, and language use for a quality program. Both the elementary ILP program and the secondary ILP program provide for a coordinated primary language and English-as-a-second-language (ESL) approach to meet students' linguistic and academic needs.

Enrollments

Although individual learning programs imply low numbers of students and may at times be considered of less importance that the full bilingual classroom programs, the large number of students affected in California should give ILPs a high priority. On the basis of the spring, 1983, R-30 language census data, approximately 50 percent of California's LEP student population or 228,000 of the 460,000 identified LEP students were eligible for ILPs. More than half of all identified LEP students were enrolled in ILPs from 1978 through 1982. The fact that these students were enrolled in low concentrations in a given school or grade level makes them no less significant as a total group nor less worthy of a meaningful education than any other child in California. This handbook is designed to help school personnel provide efficient and effective programs for these students.

How to Use This Handbook

This document is not necessarily meant to be read sequentially from cover to cover. Rather, it is to be used as a guidebook and reference for those aspects of an individual learning program (ILP) that are of importance to a particular reader at a given time. The document is divided into parts to facilitate meeting the individual needs of each reader.

Part 1 includes legal requirements related to ILPs and should be especially useful to administrators. Part 2 is designed more for teachers and provides a theoretical background or rationale for designing curriculum for limited-English-proficient students with ILPs. Part 3 includes a description of the major components of an ILP for district personnel who must actually design an ILP format. Part 4 includes summary checklists for administrators, coordinators, and teachers working with the district ILP program. The appendixes contain resource materials and practical expansions of ideas presented in the text of the handbook. They also include suggested elementary and secondary ILP formats.

This handbook was designed primarily for certificated personnel.

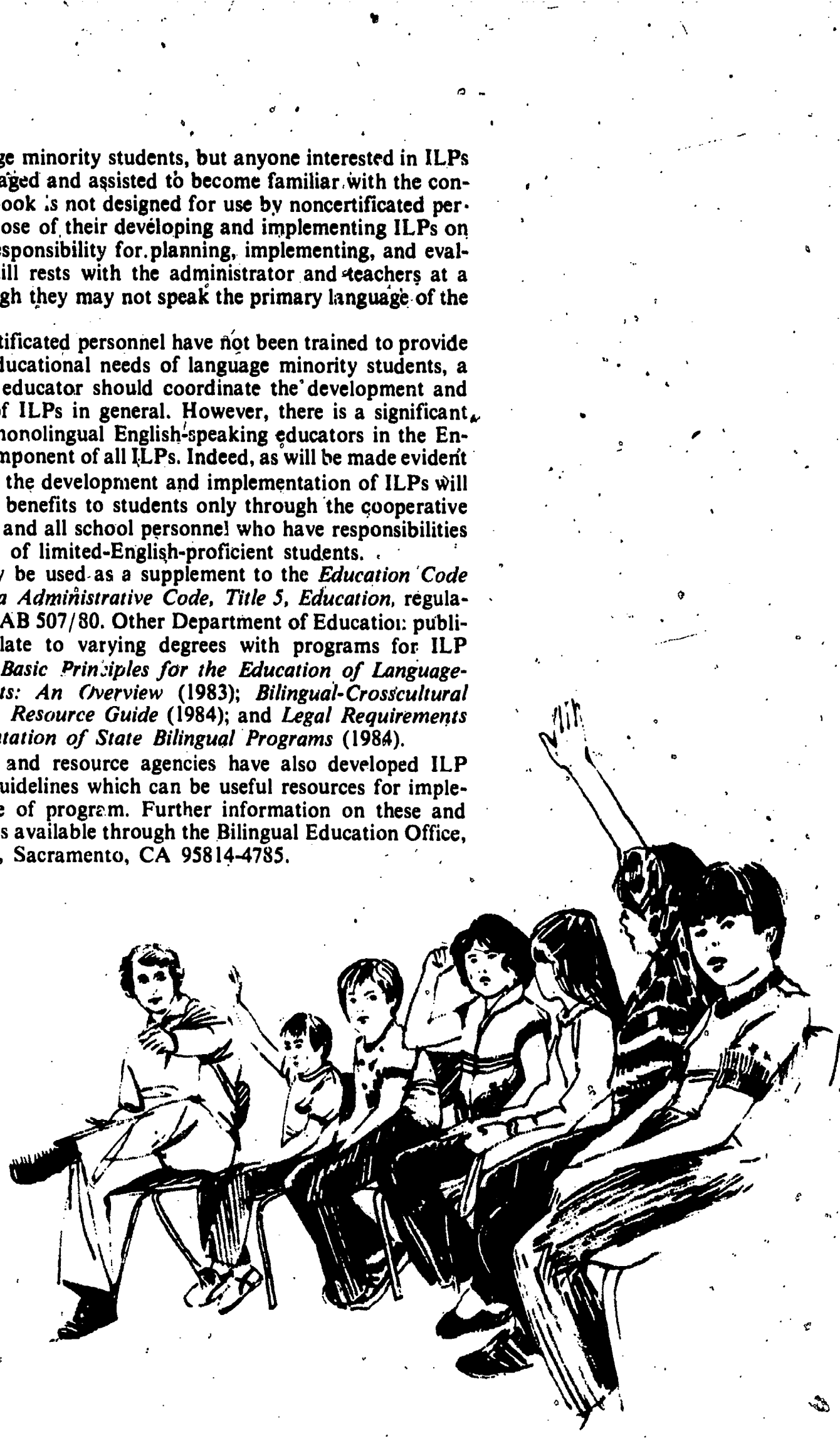
Although this handbook may be used by anyone interested in ILPs, it is designed principally for use by directors, supervisors, principals, coordinators, resource teachers, and regular teachers. The terminology may not be readily familiar to aides, parents, or community volunteers who have not had extensive opportunities to work in pro-

grams for language minority students, but anyone interested in ILPs should be encouraged and assisted to become familiar with the contents. This handbook is not designed for use by noncertificated persons for the purpose of their developing and implementing ILPs on their own. The responsibility for planning, implementing, and evaluating an ILP still rests with the administrator and teachers at a school, even though they may not speak the primary language of the student.

Since many certificated personnel have not been trained to provide for the unique educational needs of language minority students, a trained bilingual educator should coordinate the development and implementation of ILPs in general. However, there is a significant role for trained monolingual English-speaking educators in the English language component of all ILPs. Indeed, as will be made evident in this document, the development and implementation of ILPs will render maximum benefits to students only through the cooperative efforts of parents and all school personnel who have responsibilities for the education of limited-English-proficient students.

This guide may be used as a supplement to the *Education Code* and the *California Administrative Code, Title 5, Education,* regulations pursuant to AB 507/80. Other Department of Education publications which relate to varying degrees with programs for ILP students include *Basic Principles for the Education of Language-Minority Students: An Overview* (1983); *Bilingual-Crosscultural Teacher Aides: A Resource Guide* (1984); and *Legal Requirements for the Implementation of State Bilingual Programs* (1984).

Many districts and resource agencies have also developed ILP handbooks and guidelines which can be useful resources for implementing this type of program. Further information on these and other documents is available through the Bilingual Education Office, 721 Capitol Mall, Sacramento, CA 95814-4785.



Part 1

Legal Requirements and Definitions

Limited-English-proficient (LEP) students served through ILPs are identified, diagnosed, annually assessed, and reclassified in the same way as any other LEP student participating in any of the AB 507/80 program options. This section contains a summary of the legal provisions for ILPs, with citations from the *Education Code* and the *California Administrative Code, Title 5, Education.* Also included in this section are the legal requirements for program placement, program content, staffing, parent involvement, submission of plans, and funding as they relate to the ILP participant.

This handbook is not a legal document. Some requirements presented here have been paraphrased while others have been cited verbatim from the *Education Code.* In general, the information included here represents the current State Department of Education interpretation of these issues.

It should be noted, however, that carrying out these requirements will not necessarily guarantee a quality program. The requirements represent minimums for compliance purposes only. Parts 2 and 3 of this document provide guidance for developing high-quality ILPs based on research and tested educational practice.

Minimum legal compliance does not guarantee a quality program.

Identification

Limited-English-proficient (LEP) students are defined in *Education Code* Section 52163 as follows:

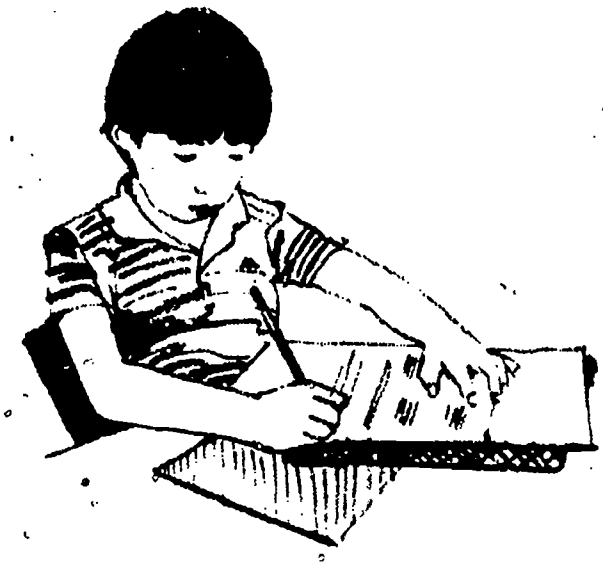
> "Pupils of limited-English proficiency" are students who do not have the clearly developed English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age or grade whose primary language is English. The determination of which students are students of limited-English proficiency shall be made in accordance with the procedures specified in sections 52164 and 52164.1. Pupils who have no proficiency in their primary language are not included within this definition.

Identification procedures include the following steps and procedures (*Education Code* sections 52164 and 52165[a][1] and the *California Administrative Code, Title 5, Education,* Section 4304):

1. Parents complete and sign the state-designated "Home Language Survey" (HLS).
2. Students whose parents report a language other than English on the HLS are tested for English comprehension and speaking on a state-designated test of English oral language proficiency. Scoring must follow the publisher's norms. Reading and writing assessments are optional for students in kindergarten and grades one and two and for students in grades three through twelve who score in the "non" or "limited" range of a state-designated instrument. Reading and writing assessments on district-selected instruments are mandatory for students in grades three through twelve who score in the "fluent" range on a state-designated test of oral language proficiency.
3. All students scoring less than "fluent" on any or all of these assessments are considered to be LEP and must be placed in an appropriate bilingual program. (See Appendix A.)

Diagnosis

Students initially identified as LEP, including migrant, special education, and continuation education students, are to be given a diagnostic assessment to determine *relative* language proficiency in English and in their primary language. The following steps should be followed in accomplishing this assessment (*Education Code* Section 52164 and *California Administrative Code, Title 5, Education*, Section 4305):



A diagnostic assessment determines student proficiency in English and in the primary language.

1. The test results used to identify the student as LEP may be used for the English-language part of the diagnosis. A parallel assessment to test comprehension, speaking, reading, and writing must be conducted in the primary language.
2. If primary language tests are not available, aural-oral proficiency may be measured in the primary language by the use of an instrument such as the "Student Oral Language Observation Matrix" (SOLOM). (See Appendix D.) In the absence of adequate testing instruments, levels of reading and writing proficiency may be inferred from previous school records, student or parent interviews, or other information in the student's educational history.
3. If assessments, school records, and/or observational data show that the student has no primary oral language proficiency or if the student scores at the lowest level of proficiency on a formal instrument *and* the parent concurs in writing, the student need not be considered LEP nor placed in a bilingual program. Such a student is to be classified as "English-only."
4. If, however, the student scores above the lowest level of proficiency on a formal assessment or demonstrates from "limited" to "fluent" proficiency in the primary language, with the use of informal kinds of assessments, the student is to remain in a bilingual program until withdrawn by the parent or reclassified.
5. A decision must be made from these assessments as to the student's relative strengths. The stronger of the two languages is to be used as the principal language for basic skills instruction. There is to be a gradually increasing emphasis on English instruction until the student is reclassified and capable of func-

tioning in an all-English program at a level comparable to his or her nonminority English-speaking peers.
6. Diagnosis in both languages is to be ongoing for program modifications and eventual consideration for reclassification.

(See Appendix B for a summary flowchart of these provisions.)

Annual Assessment

All LEP students must be assessed annually in accordance with *Education Code* Section 52171.6 and the *California Administrative Code, Title 5, Education,* Section 4311, which require the following:

1. All LEP students are to be assessed annually for English proficiency with an instrument selected by the district.
2. Students receiving a substantive amount of instruction in the primary language shall be assessed for basic skills only in their primary language, to the extent that instruments are available.
3. Students receiving instruction in both English and their primary language shall be assessed for basic skills in English. In this case an assessment in the primary language may be useful, but it is optional.

FEP students are comparable in English proficiency to students whose primary language is English.

Reclassification

Before being reclassified as fluent-English proficient (FEP) and eligible for an all-English program, an LEP student must meet the definition of FEP based on district-adopted standards and procedures pursuant to AB 507/80 criteria.

FEP students are defined in *Education Code* Section 52163(n) as follows:

> Pupils of fluent-English proficiency are students whose English proficiency is comparable to that of the majority of pupils, of the same age or grade, whose primary language is English.

Criteria to be used for reclassification must include at least the following (*Education Code* Section 52164.6 and the *California Administrative Code, Title 5, Education,* Section 4306):

1. Teacher evaluation of the student's English proficiency and classroom performance in the English curriculum
2. English oral proficiency
3. Parent opinion and consultation
4. A score comparable to the majority of the district's English-only nor minority students of the same age and grade level on valid and reliable English tests of reading, writing, and mathematics

(See Appendix C for a summary and flowchart of these provisions.)

Program Placement

An elementary ILP program is required in kindergarten through grade six for all students not enrolled in a basic bilingual program, bilingual-bicultural program, or experimental bilingual program. A secondary ILP program is required in grades seven through twelve

for all students not enrolled in a secondary level language learning program. Specifically, the *Education Code* states that:

> In kindergarten and grades one through twelve, pupils of limited-English proficiency who are not enrolled in a program defined in subdivision (a), (b), (c), or (d) of Section 52163, shall be individually evaluated and shall receive educational services defined in subdivision (e) or (f), as appropriate, of Section 52163. Such services shall be provided in consultation with the pupil and the parent, parents, or guardian of the pupil (*Education Code* Section 52165.2[c]).

An ILP is also to be offered to any LEP student who has been withdrawn by his or her parents from an (a), (b), (c), or (d) program (*California Administrative Code, Title 5, Education,* Section 4308[d]).

Program Content

The requirements regarding the content of the programs designed for students with special language needs are described in the paragraphs of this section.

"Pupils with greater strength in their primary language shall receive instruction in academic subjects through the primary language as long as such instruction is needed to sustain academic achievement."

1. The *Education Code* makes the following general provisions for all LEP students in all program options, including ILPs:

   > Each of the program options defined in subdivison (a), (b), (c), (d), (e), or (f) of Section 52163 shall include structured activities which promote the pupil's positive self-image and crosscultural understanding. . . . An English development component is required for all participating students. Pupils with greater strength in their primary language shall receive instruction in academic subjects through the primary language as long as such instruction is needed to sustain academic achievement. As pupils develop the skills which allow them to learn more effectively in English, more of their instruction shall be through the English language. A primary language component shall be provided as specified in subdivision (a), (b), (c), (d), (e), or (f) of Section 52163, but shall be less extensive as the student progresses into English. (*Education Code* Section 52163.5)

2. An "elementary level individual learning program" (f) is defined as:

   > . . . any program of instruction for a pupil of limited-English proficiency in which any one of the three program options described in subdivision (a), (b), or (c) is individualized to meet the needs of the pupil of limited-English proficiency and is offered in a manner consistent with the requirements of this article. Such instruction shall be offered in a manner consistent with the United States Supreme Court decision in *Lau* v. *Nichols* (414 U.S. 563), the Equal Educational Opportunities Act of 1974 (20 U.S.C. Section 1701 et seq.), and federal regulations promulgated pursuant to such court decisions and federal statutes. The primary goal of all such programs shall be to teach the pupil English. (Education Code Section 52163[f])

   Since an elementary ILP is based on the bilingual program options (a), (b), and (c), three basic variations are available (*Education Code* Section 52163):

   a. A "basic bilingual" ILP should contain basic skills instruction (language arts, reading, writing, and mathematics) in the primary language to sustain achievement while developing English language skills; a structured English language devel-

opment component leading to English literacy skills; and activities which promote crosscultural understanding and self-concept. The goal of this program is English language proficiency.

b. A "bilingual bicultural" ILP should contain primary language instruction in oral language and literacy development and in selected subject areas; English language development in listening, speaking, reading, and writing and the development of understanding of the history and culture of California and the U.S.; and an understanding of the customs and values of the cultures of students. The goal of this program is bilingual proficiency.
c. An "innovative" bilingual ILP should contain characteristics of options (a) or (b) but may provide such services through the use of new instructional or management approaches.

3. The "secondary level individual learning program" (e) is also based on the student's diagnosed primary language strengths and English language needs and is defined in *Education Code* Section 52163(c) as:

> An individualized systematic program of instruction which meets the needs of limited-English-proficient pupils and builds upon their language skills in order to develop proficiency in English. This program shall be offered in a manner consistent with the United States Supreme Court decision in *Lau* vs. *Nichols* (14 U.S. 563), the Equal Education Opportunities Act of 1974 (20 U.S.C. Sec. 1701 et seq.), and federal regulations promulgated pursuant to such court decisions and federal statutes. The primary goal of all such programs shall be to teach the pupil English.

In summary, the elementary and secondary ILP participants are to receive at least the following:

a. English language development designed for nonnative speakers of English
b. Basic skills instruction (language, reading, writing, and mathematics in kindergarten through grade six) or the nonelective courses required for graduation in grades seven through twelve provided primarily in the student's stronger language in order to sustain academic achievement
c. Stuctured activities which promote cross-cultural understanding and a positive self-concept
d. A gradually increasing emphasis on English instruction, as the student is able to demonstrate success in that language for cognitive/academic development

In the case of special education students, if the instructional use of the primary language and English coincides with the student's relative language strengths as diagnosed, then the special education individual education plan (IEP) may also satisfy the requirements for an ILP. This consideration is meant to prevent duplicate paperwork.

Staffing

ILPs are to be conducted by certificated bilingual teachers and aides, who are to assist in the development and implementation of each ILP. Specifically, the *Education Code* states:

> In the event a school operates an individualized program described in subdivision (e) or (f) of Section 52163, such a district which receives

An individual education plan that recognizes the primary language satisfies individual learning plan requirements.

categorical aid funds to meet the needs of pupils of limited-English proficiency shall certify to the board that sufficient teachers and aides meeting the criteria of subdivision (h) or (i) of Section 52163, as appropriate, are available to the school to ensure that all pupils of limited-English proficiency have instructional opportunities in both English and their primary language to meet the intent of this chapter (*Education Code* Section 52166).

Although it is left up to districts to define what "sufficient" and "available" mean in this context, a district is usually considered to be in compliance if each ILP student has access to a legally defined bilingual teacher and bilingual aide and the general program requirements for such students are being met. (See "Program Content" in this part and *Education Code* Section 52163.5.) All districts must provide sufficient bilingual staff for ILP students; however, only those districts receiving categorical funds must actually certify to the State Board of Education that the requirement is being met. (See Appendix K.)

For elementary ILPs specifically, a further staffing requirement mandates districts to provide at the school site one full-time bilingual cross-cultural teacher or a teacher on waiver assisted by a bilingual aide when there are 20 or more LEP students in the school who have the same primary language and who are not enrolled in an (a), (b), or (c) bilingual program. LEP students who have been withdrawn by their parents from an (a), (b), or (c) program are not included in this count. When the number of such ILP students reaches 45 or more, two such teachers are required. This staffing requirement is contingent, however, on receipt of state or federal categorical funds (e.g., ECIA, Chapter 1; School Improvement; Economic Impact Aid) in an amount to be determined annually by the State Board of Education (*Education Code* Section 52165[a] and the *California Administrative Code, Title 5, Education,* Section 4309).

It is important to note two points regarding these requirements. The first is that, although the law requires that full-time bilingual staff be hired over and above the normal student-staff ratio at the school, the additional teachers do not have to work full time with ILP students. Rather, they are required at a minimum to assist in the implementation of the ILPs. Second, there is no mandate here to spend "supplementary" categorical funds on basic ILP program staff time. Such additional staff may be multifunded, with an appropriate portion of their salary being paid from EIA or district funds to allow them to provide basic assistance to ILP students. They may then provide supplementary assistance in proportion to any supplementary categorical funding being used to support their salaries.

Bilingual teachers and aides are required in sufficient numbers to conduct an appropriate program.

Parent Involvement

Parent involvement is required under the law in the following ways:

1. Parents must complete and sign the "Home Language Survey" (*Education Code* Section 52164).
2. Parents must be notified in English and in their primary language of the results of the initial identification and placement in a bilingual program within 30 school days of the student's initial enrollment. They must be notified within 90 calendar days of the results of the diagnostic assessment. (*Education Code* Section 52164.1[c])
3. When an LEP student has been initially identified as LEP and has been found through the diagnostic assessment to have no primary language proficiency, the parents must be consulted and must concur in writing that the student has no primary language proficiency before the student may be considered an English-only student (*Education Code* Section 52164.1[c] and *California Administrative Code, Title 5, Education,* Section 4305).
4. ILPs shall be developed in consultation with parents and students, and the consultation shall be documented (*Education Code* Section 52165[c]).
5. Parent opinion and consultation must be incorporated in any reclassification and subsequent placement consideration (*Education Code* Section 52164.6).
6. Parents of ILP students in districts with more than 50 LEP students must be offered an opportunity to participate in a district-level bilingual advisory committee. Parents of ILP students in schools with more than 20 LEP students must be offered an opportunity to participate in a school-level bilingual advisory committee. (*Education Code* Section 52176)
7. Parents have the right to withdraw their child from an (a), (b), (c), or (d) program, but an ILP must then be provided. Parents then have the right to withdraw their child from an ILP in accordance with the *California Administrative Code, Title 5, Education* Section 4308(d). However, students must still be provided comprehensible instruction designed to meet federal guarantees of equal educational opportunities for linguistic minorities (*Education Code* sections 52000 and 52015, *California Administrative Code, Title 5, Education,* Section 4308, *Lau* v. *Nichols,* related federal requirements, and various state and federal court decisions).
8. Parents have the right and are encouraged to visit their child's class(es) and to come to the school for a conference to find out about the nature and objectives of their child's program.

Parents have the right to withdraw their child from an ILP. However, students must still be provided comprehensible instruction.

Submission of Plans

All schools conducting ILPs in districts receiving categorical aid funds must develop a plan for services which shall include (*Education Code* Section 52165(d)):

1. Procedures used in making the individual evaluation
2. A description of the student's English and primary language proficiency

3. A description of the student's levels of educational performance
4. Instructional objectives
5. A description of services to be provided.
6. Periodic evaluation procedures

School personnel should consult the Department of Education each year to determine when it is actually necessary to submit such plans for review. Schools not receiving categorical funds are also required to develop such plans but must keep them on file at the school rather than submit them for review.

Funding

The provision of required services to LEP students is not contingent on the receipt by schools or districts of state or federal categorical funds (*California Administrative Code, Title 5, Education,* Section 4200). However, state and federal categorical funds as well as local funds may be used to provide services to LEP students. The use of federal funds must, of course, be consistent with regulations related to the funding source and must not be used to supplant state or local funds.

State EIA funds, in particular, may be used to pay for materials, services, and personnel which include but are not limited to the following (*Education Code* Section 52168):

Provision of required services for LEP students are not dependent on state or federal categorical funds.

1. Employment of bilingual crosscultural teachers and aides in addition to the district's average staff-student ratio
2. Bilingual bicultural teaching materials
3. In-service training to develop bilingual crosscultural instructional skills
4. Expenses of members of parent advisory groups
5. Health and auxiliary services to students
6. Administrative expenses, including, but not limited to, costs incurred for the annual language census, student assessment, and parent consultation

Equally important is the fact that local funds may also be used for LEP students. Expenditure of these funds might be allocated for LEP students in at least the same proportion as there are LEP students in the school or district. If a school has 10 percent of its population receiving ILPs, for example, then a minimum of 10 percent of the monies received by the school would be expended for students with ILPs. These expenditures would be for personnel and materials that LEP students can understand. They could also be used for staff development related to educational practices in English for nonnative speakers and to instruction in the primary language of the students being served.

Part 2

Theory and Implications

This chapter is designed to provide general guidelines for how and when to use the student's primary language (L_1) and English (L_2) to promote academic achievement and English language proficiency for LEP students.[1] It not only treats language use but also identifies three common ILP student types and provides recommendations for their respective educational programs.

Although this section may appear somewhat theoretical in parts, a basic understanding of certain underlying educational principles is critical for planning and implementing programs for language minority students. This approach helps to ensure a high-quality program within the parameters of the legal requirements presented in Part 1. This information is based primarily on recent research and is offered as an alternative to the exclusive use of folk linguistic logic, intuition, or political judgments as a basis for making educational decisions affecting language minority students. A more extensive summary of research studies, resultant theories, and implications for programs is included in the following two publications:

1. *Basic Principles for the Education of Language Minority Students: An Overview.* Prepared by the Office of Bilingual Bicultural Education. Sacramento: California State Department of Education, 1982.
2. *Schooling and Language Minority Children: A Theoretical Framework.* Developed by the Office of Bilingual Bicultural Education, California State Department of Education. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles, 1981.

The ultimate goals of any program for LEP students are to help them to do the following:

1. Demonstrate proficiency in understanding, speaking, reading, and writing English at a level comparable to that of their native-English-speaking peers.

[1] L_1 and L_2 are used in this and other Bilingual Education Office documents as a shorthand form for "primary language" and "second language," respectively. These letter designations are commonly used in the literature regarding research findings on the education of language minority students, since the pertinent studies have been done in a variety of countries and in a variety of languages.

2. Become academically successful in English at levels comparable to their native-English-speaking peers, as evidenced by classroom performance and commonly used objective measures of achievement.
3. Achieve normal psychosocial adjustment as evidenced by normal attendance and participation in school activities, a positive self-concept, the ability to relate well with others, and acceptable standards of conduct and citizenship.

The ILP represents, in effect, the LEP student's entire educational program for a given period of time as well as how these three goals are to be addressed daily. As such, it should be built on all significant dimensions of the student's development, such as the primary language, home culture, previous academic development, and the student's personal interests and attitudes. This approach is consistent with accepted educational philosophy and practice commonly applied to native speakers of English and is extensively supported in research for language-minority students as well.

Primary Language Instruction (L_1)

The use of the primary language (L_1) for instruction has as its three main purposes to provide:

1. A basis for English-language development
2. Normal cognitive/academic development
3. Psychological support for the language minority student operating in a "majority" context and to prevent language loss

The use of the student's primary language is viewed in the *Education Code,* in large part, as an enabler or facilitator toward achieving the goals of English-language proficiency, English academic achievement, and psychosocial adjustment. The primary language usually represents the best vehicle for promoting and sustaining normal academic achievement in content areas until the student's English language and academic skills are sufficiently developed to take over the responsibility of learning and normal cognitive/academic development.

A number of studies have recorded very high correlations between L_1 development and English academic achievement (i.e., the higher the performance in the primary language, the higher the performance in English; the poorer the achievement in the primary language, the poorer the achievement in English).

The ILP should build on the student's language, culture, interests, attitudes, and previous schooling.

Any academic skills and concepts acquired through L_1 which are not specific or unique to that language are readily transferable to L_2. This means that time is not necessarily lost by having non-English-speaking Spanish speakers learn mathematics or reading comprehension skills in Spanish. Once learned, these skills become part of a common underlying cognitive/academic proficiency. They may be expressed in any language the child might subsequently acquire. As soon as sufficient proficiency is developed in L_2 (English), the child makes a virtual parallel transfer of skills previously acquired in L_1 (Spanish). Although specific spelling conventions and grammatical rules differ to some degree across languages, evidence indicates that most academic skills and concepts learned in one language may be readily applied to a second or even a third language (e.g., finding the main idea; drawing conclusions; organizing a paragraph; understand-

ing science, social science, or math concepts; telling time; using a dictionary; and finding materials in a library). This commonality of concepts and skills which are readily transferable across languages is especially true of minimum proficiencies required for graduation in California.

These dynamics help to explain why some immigrant students who develop native-like proficiency in English may still fail in school, while others who demonstrate only limited proficiency in English may actually score higher on English achievement tests than do native English speakers.

As to students with native-like proficiency, the necessary grade-level academic skills and concepts have apparently not been developed in language understandable to the students. In spite of native-like conversational English proficiency, these students do not have the common underlying cognitive/academic proficiency necessary to support grade-level academic performance. As to limited-English-proficient students, the academic skills and concepts may have been developed above U.S. grade level norms in the native country. In spite of limited-English conversational proficiency, these students have a highly developed common underlying cognitive/academic proficiency which often allows them to outperform even native English speakers as they transfer their abilities and successfully apply them to English language lessons and tests.

Besides contributing to the efficient and effective development of a common underlying cognitive/academic proficiency, L_1 instruction may reduce the effects of such impediments to academic success as negative self-concept, depressed classroom participation, chronic failure to understand what is going on, low language status, low self-confidence, and poor motivation. These are factors suggested by researchers as the ones that significantly contribute to the failure of disproportionately high percentages of language minority students attending "majority" schools.

Factors such as these help us to determine how the language minority student's first and second languages will interact, develop, and ultimately determine the positive or negative effects that bilingualism will have on the student in school; i.e., whether the child acquires two languages through an "additive" or a "subtractive" process. How the two languages are used for instruction, whether mixed or monolingual, also affects student performance. The following sections provide a summary of these issues as they relate to language minority students.

The Education Code views the student's primary language as helping to promote academic achievement.

Additive and Subtractive Bilingualism

The development of bilingualism through an additive process means that a person acquires or adds a second language without losing facility in the mother tongue. Bilingualism acquired in this way correlates highly with positive affective and cognitive effects, including normal or above-average academic achievement. This process can lead to proficient bilingualism in which the individual develops high levels of proficiency (understanding, speaking, reading, and writing) in both languages, resulting in academic and intellectual performance which is equal to or even superior to that of monolingual individuals. Several factors contribute to the maintenance and development of one's primary language, which in turn contributes to an additive second-language experience.

In the U.S. many languages are viewed as provincial or inferior in comparison with English.

Because of factors related to age, adolescents and adults tend to resist losing their primary language as they are exposed to a second language. Children also resist primary language loss when exposed to a second language if they are residing in their native country, for example, where the primary language is naturally assigned high prestige and is reinforced. High academic achievement through the primary language for any age group is also a factor that contributes to a resistance to primary langauge loss in second language acquirers.

Therefore, native-English-speaking Americans who travel to acquire a second language as university or high school foreign-exchange students or adults and their children who travel for professional or personal reasons are likely to engage in an additive process. That is, in these contexts second language acquisition does not normally take place at the expense of the primary language, English.

Language-minority students who enter the United States may also achieve bilingualism through the additive process if they arrive as highly proficient and academically well prepared in their primary language. If there is formal support at home and/or at school for the development of the primary language while English is being acquired and if the primary language enjoys some prestige in this country (e.g., French, German, Italian, or the Japanese of an upper middle class family), an additive process and all of the subsequent cognitive/academic and social benefits of proficient bilingualism obtain. Normal cognitive development begun in the primary language is not interrupted. In fact, the additive acquisition of a second language, especially by majority students, is often considered an enrichment rather than a basic educational requirement; and any progress at all is often strongly rewarded, either formally or informally.

By contrast, the development of bilingualism through a subtractive process means that a person acquires a second language while losing proficiency in the mother tongue. Bilingualism acquired in this way correlates highly with negative affective and cognitive effects, including retarded or below-average academic achievement. This process can lead to limited bilingualism in which the individual fails to develop native-like proficiency (understanding, speaking, reading, and writing) in either language, resulting in intellectual and academic performance in general which is often inferior to that of monolingual individuals.

Individuals who develop bilingualism through a subtractive process frequently include students working below grade level or with little or no schooling at all in their primary language who emigrate to another country as political or economic refugees. Also, students born and raised in a country in which the majority language is different from that which the students first acquire in the home often experience this subtractive process as they enter a monolingual school and encounter the extreme social pressure of the high status majority or national language. The high status and subsequent social pressure of a language such as English in the United States often make home

languages appear provincial and inferior even in the eyes of those who speak them. Often, out of sheer embarrassment caused by peer pressure, even though applied unconsciously, students begin to lose primary language proficiency; and their home language is gradually replaced by the school language. The effect is to interrupt normal cognitive development begun in the primary language. And the second language is usually not acquired fast enough or soon enough to ensure continuing normal cognitive development in the child. This subtractive effect is usually seen in the submersion or "sink-or-swim" types of school programs in which the language minority student is mixed with native speakers of the majority language and encouraged to pick up the majority language and catch up as fast as possible. It is also seen in so-called bilingual programs with weak L_1 components, little formal support of L_1 in the home, and much school pressure to make an early transition to majority language instruction (i.e., at least by the second or third grade, when all L_1 instruction is often dropped). In these cases acquisition of the second language is seen as a basic requirement rather than an enrichment. Although rewards may be given for progress, teachers and students are usually painfully aware of how very far they really have to go to catch up to native speakers. This deficit perspective can have obviously negative effects on both teachers and students.

A third type of bilingual individual, the partial bilingual, may be created by either an additive or subtractive process resulting in native-like proficiency in one language and less than native-like proficiency in another language. These individuals are thought to demonstrate cognitive and academic skills which, as a group, are neither superior nor inferior to those of monolingual individuals. They are often adults who emigrate to another country later in life and "add" a second language. They may also be language minority children who develop native-like proficiency in English; for example, while subtracting or failing to develop their primary language to a native-like level of proficiency. They do, however, as a result of some optimal social, family, school, or personal conditions or factors, avoid the disadvantages of limited bilingualism by maintaining normal cognitive development and by acquiring grade-level proficiency in at least one language—in this case, English.

The following is a summary of the implications of additive and subtractive processes in developing bilingualism:

Type of bilingualism	Process	Cognitive/academic effects
Proficient: high proficiency in L_1 and L_2	Additive	Positive: often superior to monolingual individuals
Partial: high proficiency in one language and lower in another	Additive or subtractive	Average: usually equal to monolingual individuals.
Limited: low proficiency in both L_1 and L_2	Subtractive	Negative: often inferior to monolingual individuals

"Sink-or-swim" programs produce large numbers of limited, subtractive bilingual students.

L_1 support at home and at school prevents subtractive bilingualism and subsequent low performance of limited bilinguals.

The paradigm on page 17 has implications for program goals in that teachers should try to avoid creating limited bilinguals. Unfortunately, such students appear to account for a large percentage of the current language minority student underachievement data and dropout rates and often even appear to be candidates for special education services. Emphasis then should be placed on developing proficient bilinguals, or at least on ensuring that partial bilinguals move in the direction of proficient bilinguals through an additive rather than a subtractive process. Wherever there is contact between English and a lower-status language, there must be strong primary language support in the home and at school, at least into adolescence, to prevent premature loss of the mother tongue and the subsequent negative results of limited, subtractive bilingualism.

Language Use

For students more proficient in their home language, content instruction can usually be more efficiently and effectively delivered in L_1 than in the student's weaker second language, given the availability of appropriate materials and staff competent in the language of the LEP student. It is often difficult to achieve satisfying levels of academic achievement in English for the high investment of time and energy required by both teacher and student, especially for very-limited-English-proficient minority students. Even the kinds of language arts or grammar concepts, study skills, writing competencies, and reading comprehension skills required for district proficiency tests in English are transferable and can be taught through L_1 until such time as the student demonstrates sufficient English proficiency and academic development to progress normally when using English as the medium of instruction.

Whether the primary language or English is used, however, monolingual delivery approaches appear to be superior to mixed-language approaches for instructional purposes. The latter include concurrent instruction in both languages, translation, and code-switching as ways of alternating from one language to the other between paragraphs, between sentences, or even within a sentence. Recent research has shown these mixed deliveries to be inferior to more monolingual instructional approaches in terms of student achievement. Besides being distracting and difficult to listen to, mixed-language instruction appears to cause students to turn on and off as they alternately listen to what is said in L_1 and drop their attention when L_2 is being used.

On the other hand the more monolingual-type approaches, such as the preview-review or the alternate approaches, provide sustained periods of instruction in one language or the other. These approaches provide substantive and quality content instruction in L_1, and, given the comprehensibility of the English language used, they provide excellent opportunities for second-language acquisition as well.

The preview-review approach is characterized by the following:

1. L_1 for an introductory preview of the lesson
2. L_2 for the actual lesson
3. L_1 again to review the lesson for comprehension and reinforcement

This configuration reflects a second-language acquisition emphasis because L_2 (English) is being used for the main part of the lesson. Depending on what the teacher wishes to emphasize, however, content instruction or second-language acquisition, the L_1-L_2 designations may be reversed; i.e., L_2 for the preview, L_1 for the lesson, and L_2 again for the review. This arrangement would reflect a content instruction emphasis when the teacher is more interested in having the students learn the major concepts in the lesson rather than having them practice L_2 (English) extensively, for example.

The preview-review approach can be used for LEP students by a monolingual teacher teamed with a bilingual aide in an L_1 (aide), L_2 (teacher), L_1 (aide) sequence or by a bilingual teacher using, for example, an L_2 (English), L_1 (Chinese), L_2 (English) sequence. It can also be conducted in a variety of schedules, including the preview on one day, the lesson on the second day, and the review on the third day.

Preview-Review Delivery

Emphasis on Second Language Acquisition

Preview (L_1) ⟶ Lesson (L_2) ⟶ Review (L_1)

Emphasis on Subject Matter

Preview (L_2) ⟶ Lesson (L_1) ⟶ Review (L_2)

Staffing Possibilities

Preview ⟶	*Lesson* ⟶	*Review*
Aide	Teacher	Aide
Teacher	Aide	Teacher
Aide	Aide	Aide
Teacher	Teacher	Teacher
$Teacher_1$	$Teacher_2$	$Teacher_1$

Scheduling Possibilities

Preview ⟶	*Lesson* ⟶	*Review*
Period 1	Period 2	Period 3
Day 1	Day 2	Day 3

The second monolingual-type approach, the alternate-language approach, is characterized by the alternate use of L_1 and L_2 as a function of:

1. Time (a.m./p.m., day, week, month)
2. Curriculum unit (lesson, chapter, activity, subject)

Monolingual approaches to instruction appear to be more successful than mixed-language approaches.

Some common formats include L_1 in the morning and L_2 in the afternoon, L_1 on Monday and L_2 on Tuesday, L_1 for reading and L_2 for math, or L_1 for unit 1 in science and L_2 for unit 2.

Alternate-Language Delivery

L_1	L_2
a.m.	p.m.
Day 1	Day 2
Month 1	Month 2
Unit 1	Unit 2
M-W-F	T-Th
Aide	Teacher
$Teacher_1$	$Teacher_2$
Language/ mathematics	Art, music, physical education

Although these approaches are usually applied to groups or classes, both the preview-review and the alternate language approaches can easily be used with individual students and would still be free of the disadvantages of the mixed-language approaches, such as translation, concurrent instruction in both languages, or code-switching.

Implications of L_1 Use

The advantages for the student with grade-level academic proficiency in L_1 cannot be overestimated. Much formal research as well as anecdotal evidence support the fact that upper-elementary and secondary students, working at grade level in their primary language, are very successful in developing English language proficiency and average to above-average English academic achievement. Such students appear to have the advantage of being able to use skills and concepts previously acquired through L_1 to understand and decipher instruction in L_2. Learning English, then, becomes a matter of applying previously acquired knowledge and learning new labels in English for concepts which have already been acquired through the primary language.

Both school personnel and parents should promote academic development through L_1 as a high priority. Rather than having LEP parents struggle with English at home or teachers prematurely forcing an early transition to English content instruction, the primary language can be used most effectively and efficiently as a vehicle to promote academic achievement and eventual English proficiency.

Summary

The primary language has been shown through research and practical application to be a key factor in the eventual acquisition of a second language and in academic success. At a minimum, L_1 appears to be an efficient vehicle which, when supported at school and at home, can result in additive, partial, or proficient bilingualism. Although at first glance it would appear that the more English instruction provided, the better the results in English at school, research suggests that the more L_1 instruction that language-minority students receive in school, the better their eventual progress in English will be.

Most of the academic skills and concepts required to achieve proficiency and do well on norm-referenced tests are not language specific.

That is, they may be learned in one language, stored in the form of a common underlying cognitive/academic proficiency, and transferred readily to a second language. Therefore, time is not lost nor wasted by teaching reading, writing, grammar, mathematics, social studies, or science through the primary language. Through transfer, language-minority students who have been the most academically well-prepared through their native language are the ones who eventually excel through English.

Finally, monolingual language use in class seems to provide the best academic results. That is, preview-review or alternate language approaches appear to be better than mixed-language approaches.

English-as-a-Second-Language Instruction (L_2)

The use of English in the instructional program of language-minority students has two main purposes:

To promote English language acquisition through English-as-a-second-language (ESL) lessons

To teach content in a comprehensible way, promoting second-language acquisition as well

Although it is true that the use of L_1 is often an indirect yet critical means of developing conversational as well as cognitive-academic language proficiency in English (see Appendix I), much can be done to facilitate and accelerate English language acquisition and academic progress directly. Effectiveness in the use of English depends on the kind of second-language teaching approach used for ESL and the amount of comprehensible input provided.

There are two major categories of approaches in teaching a second language. One focuses on language functions and communicative competence, and the other focuses on grammatical forms or structures.

Communicative/Functional-Based ESL Approaches

In a communicative/functional language approach, the objective of the lesson is to achieve communication in real-life, personal situations, with language closely related to the students' needs, interests, and desires. Although quite structured, these approaches represent an attempt to promote natural acquisition as opposed to formal learning of language. An attempt is made to imitate natural situations and processes which are the basis for first language acquisition in children. Language drills, translations, overt corrections of structural errors, and grammar-oriented lessons are *not* used as teaching techniques. Errors are seen as developmental, disappearing as the student is provided more comprehensible input. There is extensive use of

In a communicative/functional-based ESL approach, the lesson is intended to communicate in real-life, personalized situations.

body language, visuals, objects, props, and natural conversational situations. Among the most commonly used communicative/functional-based methods which promote acquisition are Asher's total physical response, the Gaylean confluent approach, Terrell's natural approach, Curan's community language learning, and Lozanov's suggestology or suggestopedia. The reader should refer to the *Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve* (Sacramento: California State Department of Education, 1980); and to appendixes G and H in this handbook.

Grammar-Based ESL Approaches

Grammar-based approaches, on the other hand, focus on teaching structures and grammar as the primary objective of the lesson. A restriction on the use of the primary language, overt correction of grammatical errors, and exercises or drills related to material structurally sequenced by the instructor or text are characteristic of these approaches. Although they are often based on a natural sequence of understanding, speaking, reading, and writing, learning as opposed to acquisition is the underlying objective of these grammar-based lessons. (See Appendix G.) Operant conditioning, contrastive or structural linguistics, and cognitive psychology are the bases for these methods. The most common grammar-based approaches are the audio-lingual, cognitive code, and grammar-translation. (See Appendix G.)

The teacher should talk about subjects or concepts with which students are at least somewhat familiar.

What is learned using these methods is thought to be helpful to the student but does not provide a basis for native-like fluency. Rather what is learned is stored in a hypothetical monitor which the student uses to adjust speech or writing for correctness according to the conscious rules or conventions he or she can remember. The student, for example, might backtrack and correct an utterance that has been misspoken, hesitate and compose a sentence that is grammatically correct before speaking, or correct and rewrite a rough draft before producing a final, native-like piece of writing. In other words, these learned rules or skills applied through the monitor are thought to form the basis for refinements of an overall language proficiency which is otherwise acquired through large amounts of comprehensible input in low-anxiety, natural contexts.

Comprehensible English Input

Regardless of the approach used, the basic ingredient of a successful second-language lesson is a high level of comprehensible instruction; (i.e., the language of the lesson must be understandable to the student). When high percentages of the words or structures in a lesson are unknown to the student, meaning must be conveyed in other ways. This can be done by using body language, familiar words to explain new words, objects, pictures, situational contexts, and communicative interaction between the teacher and the student. However, if the student is required to produce too soon (that is, before there has been sufficient comprehensible input), anxiety or disinterest may effectively block whatever understandable input is being provided. Improper grouping involving beginners and advanced students in the same group may negate the comprehensible input possible in a lesson, since the teacher may find it difficult to adjust his or her level of speech to the wide range of comprehension levels within the group.

Improper grouping often results in the teacher boring the advanced students or speaking over the heads of the beginning students.

Comprehensibility is not just a function of the language structures, vocabulary, and delivery of the teacher. It is also determined by how the academic content of the instruction matches the academic performance level of the student. The teacher must take care during instruction to talk about subjects or concepts with which students are at least somewhat familiar. Adjusting instruction to the student's achievement level becomes even more critical in a second language than in the first and makes the difference between a student's hearing just noise or actually being meaningfully engaged in the lesson.

The teacher, however, need not be the only source of comprehensible English. The use of the buddy system or pairing an LEP student with a fluent-English proficient student can provide additional comprehensible input. Children are able to adjust their language to an appropriate native-to-nonnative level of speech quite naturally and negotiate meaning. There is also some evidence that having LEP students serve as cross-age or peer tutors for FEP children increases the English proficiency of the LEP children. Asking limited-English-proficient parents to use more English at home does not necessarily promote English proficiency. Such parents are often not adequate English models, and the quality of interaction does little to promote necessary cognitive development. Acquiring as much knowledge about the world and as many concepts and cognitive skills as possible through high-quality interactions in one's primary or dominant language at school or at home is the best basis from which to begin to "crack the code" and understand what someone is talking about in a second language.

Summary

Effective English instruction for ESL is characterized by:

1. High levels of comprehensibility
2. Low-anxiety situations
3. Content adjusted to match the student's developmental level
4. A primary focus on the meaning or message rather than on structural or grammatical correctness, especially in initial stages
5. Language lessons which correspond to the needs, interests, and desires of the students (See appendixes G and H for a more detailed summary of second-language approaches and lesson characteristics.)
6. Communicative interaction between the teacher and the student which promotes a negotiation of meaning

Content Instruction Using a Second Language

Teaching students new concepts or skills in a second language depends on (1) the levels of comprehensible language provided in low-anxiety situations; and (2) the previous academic development of the student. For example, teaching LEP students sixth-grade language, mathematics, or social science concepts in English when they are working at the third-grade level in their primary language will not be effective. The role of the diagnostic assessment in the primary language cannot be overestimated here in determining to what degree English may effectively be used for content instruction and at what level. Extensive primary language instruction is often difficult to pro-

The role of the diagnostic assessment in the primary language cannot be overestimated.

vide for LEP students on ILPs because of a scarcity of bilingual personnel or L_1 materials. It then becomes critical to make the most of English content instruction if anything close to normal academic progress is to be achieved.

Comprehensible, Effective Content Instruction

English-speaking teachers can increase the comprehensibility and effectiveness of English content instruction by following a few basic rules:

Adjust content.

1. Adjust the level of difficulty of the lesson to correspond as closely as possible to the developmental level of the student in the given subject area.

Adjust delivery.

2. Adjust the level of speech used with the student to native-to-nonnative as opposed to the customary native-to-native register. This can be done by:
   a. Repeating key words and phrases
   b. Slowing down one's speech and pronouncing words clearly
   c. Controlling vocabulary, idiomatic expressions, and the complexity and length of sentences
   d. Using body language, props, objects, and visual aids to convey meaning
   e. Emphasizing key words and phrases through intonational variations
   f. Giving concrete examples and explanations of key ideas and vocabulary

L-S-R-W

3. Follow a listening-speaking-reading-writing sequence as closely as possible, especially in initial stages, so that students are not asked to say what they have not heard, read what they have not said, or write what they have not read.

Negotiate meaning.

4. Negotiate the meaning of the lesson by asking questions, checking for comprehension, and speaking with students as much as possible.

Criteria for the Introduction of English Reading

At least two criteria should be established by the district and met by students before they are formally placed in an English basal reading series:

1. Students should be able to demonstrate mastery of basic aural/oral English. This is normally interpreted as scoring "fluent" on one of the state-authorized English language proficiency tests.
2. Students should be able to read or decode and demonstrate basic comprehension skills in their primary language.

While some districts require grade-level performance in L_1 reading, many districts require L_1 literacy at somewhere between the third- and sixth-grade levels before the formal introduction of English reading. However, LEP students reading at or close to grade level in their primary language are often able to begin doing some informal English reading, even before scoring "fluent," especially when the reading is closely related to the ESL lessons or follows a more language-experience approach as opposed to that of a basal reading series.

Language-Experience Approach

The use of a "language-experience" as opposed to a "phonics" approach, for example, can greatly enhance the reading success of

language minority students, especially in beginning English reading. This approach ensures that students are following the listening-speaking-reading-writing sequence in that they read only what they have actually said or dictated to a teacher. It minimizes the risk of early failure as a result of beginners trying to read the potentially unfamiliar language of a textbook author; maximizes the comprehensibility of the reading, since the students actually read language they themselves have produced; and does not prevent the teaching of word-attack skills, since there are many techniques available to teach phonics and sight words through the use of the student's own dictated speech.

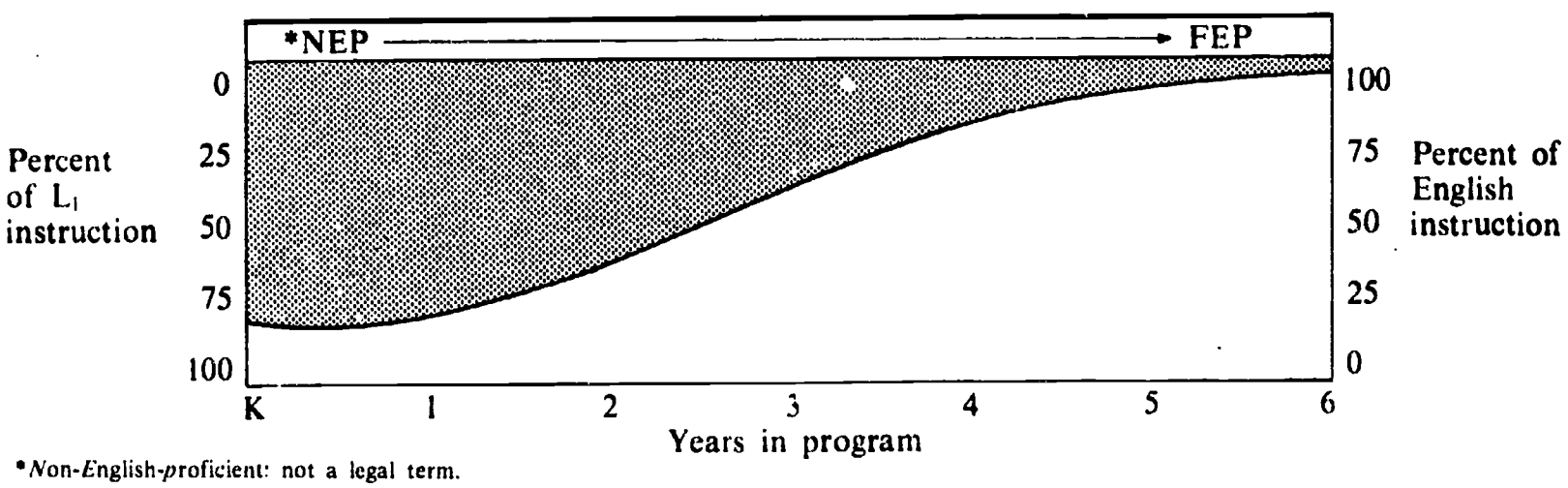
The principal characteristics of the language-experience approach are as follows:

1. Students dictate to the teacher, using their own words to describe a recent experience they have had.
2. Students are taught to discriminate among words, syllables, and initial-medial-final sounds and letters by picking out similarities and differences among the utterances they have dictated.
3. Students are encouraged to make their own reading material.
4. Students are exposed to new language by listening to the teacher read.
5. Students memorize whole words (sight words), using flash cards, pocket boards, oral reading, and so forth.
6. In the initial stages, students read only their own language or that of their peers.
7. The natural listening-speaking-reading-writing sequence is observed in that students are never asked to read what they have not heard or said.
8. Students read for purposes other than to make as few mistakes as possible; e.g., to find answers to proposed questions, to confirm predictions, to draw conclusions, and to make inferences.

The "language-experience" approach minimizes early failure by having students read only what they can understand and say.

Relative Language Use

As prescribed in the *Education Code*, the use of the primary language for instructional purposes is to be gradually reduced as the LEP student becomes more proficient in English and can effectively sustain normal academic achievement in that language. This changing emphasis can be visualized as a sliding scale based on the percentage of instructional time provided in L_1 and L_2 (English):



*Non-English-proficient: not a legal term.

L_1 instruction should be continued for five to seven years to prevent the negative effects of subtractive, limited bilingualism.

As the non-English-proficient student gradually becomes fluent-English proficient, the use of L_1 (shaded area of the illustration on page 25) may gradually decrease while the use of English (unshaded area) may gradually increase as a medium of instruction.

For example, instruction in the content areas such as social science, science, or math may gradually shift within a few years from mostly L_1 to mostly English. English language arts, reading, and writing can be introduced over several years, gradually replacing ESL, while maintaining some time and emphasis during the week for L_1 language arts, reading, and writing. Ideally, this L_1 component should be maintained at least through elementary school to prevent L_1 language loss and the detrimental effects of subtractive, limited bilingualism. The risk of L_1 loss with secondary students working at or near grade level is much less. Research indicates a much greater capacity among these students for accommodating instruction in L_2, *if* they have established secondary-level academic skills in L_1 and *if* they receive sufficient levels of comprehensible instruction in L_2.

This gradual shift should be based on diagnostic assessments which include classroom performance, teacher observation, criterion- and norm-referenced test results (in the primary language as well as in English), English language proficiency test results, and the fulfillment of criteria for the introduction of English reading.

Student Types and General Recommendations

Most districts can categorize LEP students into three groups:

1. LEP students dominant in L_1, with a primary language for which materials and personnel are readily available; e.g., Spanish, Cantonese, Portuguese, Korean, and Pilipino
2. LEP students dominant in L_1, with a primary language for which materials and personnel are not readily available; e.g., Cambodian, Ilocano, Thai, Lao, and Lao-Hmong
3. LEP students dominant in English, with weaker primary language proficiency

These groupings are proposed as a practical way of looking at different types of LEP students, and they provide a basis for making some general curriculum recommendations. They should help a principal or teacher to develop instructional programs which reflect the unique needs of the LEP students enrolled in a given class or school. The following is a listing of the three common LEP student types and instructional recommendations for each:

Type 1

- *Type 1 students:* LEP students dominant in common languages
  1. L_1 instruction at school in comprehension, speaking, reading, and writing before transition to formal English reading

2. L_1 instruction in the content areas to support a normal rate of cognitive development and academic achievement
3. ESL instruction to promote development of comprehension and speaking skills (Reading and writing are addressed after the transition to "formal" English reading is accomplished based on criteria of aural/oral English proficiency and L_1 literacy development.)
4. English instruction in the content areas following a natural or communicative/functional second-language approach maximizing "comprehensible input" in a listening-speaking-reading-writing sequence of instruction

- *Type 2 students:* LEP students dominant in uncommon languages *Type 2*
  1. L_1 instruction, to the extent possible at school, with extensive parental support at home for continued development of comprehension, speaking, reading, and writing skills in the primary language
  2. L_1 tutorial help at school in the content areas to the extent that materials and personnel are available
  3. ESL instruction to promote development of comprehension as quickly as possible, with speaking allowed to emerge naturally in later phases
  4. English reading, with a language-experience approach based exclusively on aural/oral skills already developed in ESL
  5. English instruction in the content areas following a natural language acquisition approach maximizing comprehensible input in a listening-speaking-reading-writing sequence of instruction

- *Type 3 students:* LEP students dominant in English *Type 3*
  1. Tutorial use of L_1 to the extent the student is proficient in that language to ensure comprehension of subject matter instruction and to promote a positive identification with the home culture
  2. Use of English as the primary vehicle for language development and concept development in the content areas (Strong emphasis should be placed on aural/oral language and vocabulary development, reading comprehension, writing, and mathematics.)

The use of the buddy system can help provide sources of comprehensible English.

Part 3

Components of an ILP

The information in this section refers to ILPs for students in kindergarten through grade twelve. Special considerations for implementation exclusively at the elementary or secondary levels are noted. This section bridges the gap between law and theory (parts 1 and 2) on the one hand and practice (Part 3) on the other. The development and implementation of ILPs are the responsibility of parents as well as educators, and mutual consultation should be the basis for producing a high quality individual learning program.

Diagnostic Information

Instruction in basic skills (language arts, reading, writing, and mathematics) for kindergarten through grade six or for content instruction (nonelective content classes required for graduation for grades seven through twelve) is to be conducted primarily in the student's stronger language. Diagnostic assessments in both L_1 and English provide a basis for judging which language is stronger for which basic skills or content areas. Such information also provides evidence of the academic level the student has attained and the areas of strength and need in each subject area so that an appropriate level of instruction can be established in L_1 and in English. These diagnostic data should include the following:

Informal diagnostic assessments should also be conducted.

1. Home language use
2. Language proficiency measures of understanding, speaking, reading, and writing skills in L_1 and English
3. Academic proficiency measures in as many subject areas as possible, using tests or students' records in L_1 and English
4. Student language use by activity or content
5. Student and parent attitudes toward the use of the primary language and the use of the second language for academic purposes (This information may reveal a need for parent education to support the kind of home and school language use required to obtain maximum benefits from the ILP.) (See Appendix E-1 and Appendix E-2 for sample formats for recording these data.)

Some common problems often arise in diagnosing especially young language-minority students. With children in kindergarten or first

grade, for example, initial testing may show a student to be a non-speaker of both English and the primary language. One conclusion which is often drawn is that the child must be alingual or abnormal. Usually, neither is the case. Another common conclusion is that since the child has no proficiency in either language, instruction may just as well begin entirely in English.

The psychometric properties of face-to-face testing, especially with young children, often prevent a true reading of their competence because of fear or anxiety produced by the testing situation or even by the classroom environment itself. In fact, the student may remain silent for months before adjusting sufficiently to convey accurately his or her language competence on a face-to-face speaking assessment, even in the primary language. In such cases an assessor might wish to resort to unobtrusive or informal performance measures for determining language competency. Identifying the language the child first learned or hears most often at home may be sufficient to make initial instructional decisions about the language to use for basic skills instruction.

Indeed, few students are really alingual or even equally limited in two languages. One language is usually stronger for instructional purposes than the other language is. An appropriate and thorough formal and/or informal diagnostic assessment will help determine in which language basic skills instruction would be most successful.

This type of careful bilingual diagnosis is especially important in the case of a special education LEP student. If such a student shows severe deficiencies of a similar nature across both languages, then the student may indeed be a candidate for special education. However, if the student shows severe weaknesses only in a second language, such as English, then the student is probably more of an ESL candidate than anything else.

Given these considerations, the role of the person in charge of collecting and analyzing LEP student diagnostic data becomes an important one. Someone at the school site or even at the district level who is familiar with the dynamics of language development, language use, and the testing of minority students should be involved in collecting the data and utlimately in evaluating a student's strengths and weaknesses.

Few students are alingual or equally limited in two languages.

ILP Curriculum

ILP program content may be divided into at least four main sections: (1) English language development for the nonnative speaker; (2) primary language development to support eventual proficiency in English; (3) subject matter instruction; and (4) structured activities to promote a positive self-image and cross-cultural awareness.

English Language Development

The English language development component of the ILP involves English-as-a-second-language (ESL) instruction for 20 minutes to an hour per day for most LEP students. The focus, especially in the initial year or two, should be on developing communicative competence rather than a conscious knowledge of the grammar or structure of English. Initial activities, such as Total Physical Response (TPR), will allow the student to develop comprehension skills and a large passive

Forcing speech prematurely impedes the normal acquisition of language. Anxiety is increased, and time that could be spent on development of comprehension is wasted.

vocabulary. The teacher should also provide time for a natural "silent period" during which the student is not required to talk at all.

The goal of initial ESL instruction, then, is to help students develop comprehension skills so that they can begin to understand what is going on outside the ESL lesson or classroom. Developing comprehension skills in vocabulary specific to various subject areas is an important way the ESL program can promote student understanding and participation during content instruction. An overemphasis on speaking, reading, writing, or learning about the language (e.g., tenses, parts of speech, spelling, and decoding) simply uses up valuable time which could be better spent, at least in the initial stages, on the development of the comprehension skills the student needs to participate in school most of the day. Prematurely forcing speech is not only extremely inefficient but also counterproductive in that it can produce student anxiety, which in turn can impede normal language acquisition.

Speaking should be allowed to emerge naturally in ESL, first with one- or two-word answers and short phrases and then with the acquisition of basic "survival" phrases. Lessons revolve around topics or themes of relevance to the students' immediate needs rather than focus on a grammatical sequence of structures and tenses to be learned for use at some later time.

In later stages ESL or English language development for the nonnative speaker can also provide critical opportunities for initial reading and writing instruction, using at first the student's own English-language proficiency in a language-experience approach and then, through preview and discussion, the language of others, such as textbook authors. This type of instruction can be introduced after comprehension and speaking skills have developed sufficiently to allow the student to produce language for initial reading.

The important thing to remember here is that a student's eventual proficiency in English depends on how comprehensible the instruction has been and on the language proficiencies the student has developed through the primary language. If instruction involves teacher delivery, pacing, and materials designed for the native speaker of English and if there is little support for primary language development at school or at home, then the LEP student's progress in English language development will probably be slow at best. Indeed, few proficiencies beyond basic conversational skills, initial decoding, and basic handwriting are likely to be developed.

Primary-Language Development

Primary-language development is important in the development of the LEP student's foundation for eventual success in English language arts and content instruction as well as prevention of the negative effects of subtractive bilingualism for young LEP children (See

Part 2). Yet, it is one of the most difficult components to provide for small concentrations of ILP stud ts of varied language backgrounds. For the successful transfe of L_1 learning to English, the curriculum in L_1 should be as parallel to the English curriculum as possible. It should include all of the nonlanguage-specific skills and concepts required for eventually achieving at least minimal English proficiency. Such a parallel curriculum would include grammar, correct usage, parts of speech, composition skills (including instruction in paragraph development, sentence variety, and word choice), punctuation, and study skills and reading comprehension skills, such as finding the main idea, sequencing, drawing conclusions, and making inferences.

Of course, these concepts and skills are best developed in L_1 at school to the degree personnel can be hired and materials can be purchased or developed to provide such a program. However, parents are also a valuable resource in primary language development. They can work as partners with the school and use the primary language at home as much as possible to prevent the loss of L_1. If they can encourage their children to read, write, ask questions, give explanations, and learn new words in the primary language, then LEP students will have at least some chance of developing the kind of primary language skills that will help them achieve eventual academic proficiency in English.

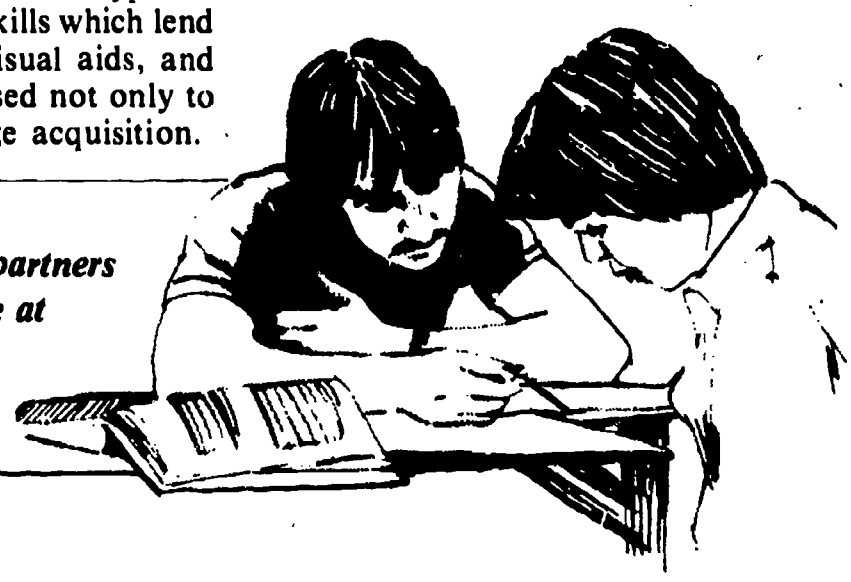
L_1 instruction is needed most in language dependent lessons.

Subject Matter Instruction

Priorities in content areas should be set to permit primary language resources to be focused on the most difficult and language-dependent subjects and instructional activities. For elementary programs this would mean concentrating primary language staff and materials for basic skills instruction in language arts, reading, writing, and mathematics. Other areas, such as social science, science, psychomotor development, art, and music, should also be included whenever possible. For secondary programs, this would mean using L_1 primarily for the classes required to meet proficiency standards and graduation requirements, such as grammar, composition, reading, social science, science, mathematics, and health and safety classes.

When competent staff and materials are not available for content instruction, English may be used in special ways for certain types of content instruction. That is, for teaching concepts or skills which lend themselves to demonstration or the use of props, visual aids, and body language as clues, English instruction can be used not only to convey content but also to promote second language acquisition.

To prevent the loss of L_1, parents can work as partners with the school and use the primary language at home as much as possible.



English speakers should be trained to make instruction comprehensible to the nonnative speaker.

LEP students, by definition, do not have native command of English; thus, the language itself cannot be expected to carry the entire message effectively without the help of accompanying clues during content instruction. Therefore, lessons in English which might reasonably be expected to be meaningful for LEP students would be lessons involving films, filmstrips, map exercises, charts, visual aids, or props (e.g., science models or Cuisenaire® rods), flash cards, games, demonstrations (e.g., in art, music, physical education, science, or mathematics), some mathematical computations, and projects in mathematics, science, or social studies. The teaching of initial concepts, mathematic word problems, lessons requiring any extensive use of reading and writing in English, straight lectures, or discussion of more abstract concepts, however, remain out of range in English for most LEP students because these types of activities often lack sufficient clues to convey meaning where the words cannot. A chart might, for example, eloquently explain the three branches of U.S. government in English, but the primary language would probably have to be used to explain the concept of "democracy." Similarly, diagrams, props, and demonstrations in English might be effective in teaching LEP students about fractions or factoring, but L_1 would probably have to be used to explain the concepts of "proportion," "ratio," or "factor."

The role of monolingual English-speaking staff will depend on what type of student groupings are possible and on staff development directed toward providing comprehensible instruction in these "sheltered" English content lessons for nonnative speakers. Primary grade teachers, ESL teachers, special education teachers, and mothers of young children often develop special skills in conveying meaning in ways that go beyond the mere use of language. Many secondary classes rely more on language and less on extralinguistic clues than classes in the lower grades do. But it is important for all staff working with LEP students to become conscious through training of how lesson delivery in English might be adjusted to make school more comprehensible for the nonnative speaker of English.

Positive Self-Image and Cross-Cultural Awareness

Another area of the curriculum required by the *Education Code* is "structured activities which promote the student's positive self-image and cross-cultural understanding" (*Education Code* Section 52163.5). These activities may be addressed as a separate component, integrated into lessons for English or L_1 language development, integrated into content instruction, or handled in all three ways.

Promoting a positive self-image may be viewed as less of a subject matter issue than cross-cultural awareness. Certainly, at the lower elementary level, lessons designed specifically for promoting a positive self-concept have been developed and are quite appropriate for meeting this requirement. Nevertheless, the LEP student's self-image is probably affected more by how teachers and students interact with that student on a daily basis than by making self-concept the focus of isolated, structured lessons.

Since there is a requirement for a structured approach, however, the following paradigm can be helpful to teachers in providing a basis for generating activities which will promote the positive self-image of LEP students and their classmates:

Self-Image

Components	*Process*
1. Cognitive: knowing about oneself	1. Help reveal to students their strengths and positive attributes.
2. Affective: feeling about oneself	2. Help students value their positive traits and actions.
3. Behavioral: acting on the knowlege and feelings about oneself	3. Provide opportunities and encourage students to use and continue to develop their strengths and act with self-confidence.

One way to use this paradigm would be for the teacher to develop at least one strategy for addressing each component and apply those strategies to five different students per week. For example, with each of the five students the teacher might make it a point each day for a week to (1) recognize and comment on a positive trait or action (cognitive); (2) praise, reward, imitate, or promote that trait or action (affective); and (3) provide encouragement and at least one opportunity for that trait or action to be highlighted or used that day (behavioral). The teacher might choose from a variety of traits or actions related to academic skills, physical skills, artistic abilities, personality, dress, physical appearance, and so on. A different set of five students could be chosen each week.

Equitable opportunities for participation, success, and recognition for language minority students in all activities of the school program are the basis for the development and maintenance of a positive school-related self-image. Besides the examples just mentioned, certainly the use of the student's stronger language for instruction helps to ensure success and a positive self-image. Other structured methods of addressing self-concept include cooperative learning and the teacher-student interaction training known as TESA (Teacher Expectations for Student Achievement).[1]

Promoting cross-cultural awareness, on the other hand, is often treated as more of a content issue, especially in the social studies curriculum. Yet, it too can be integrated into other subject areas and addressed within the normal teaching-learning interactions throughout the school day. By the application of the same paradigm used for self-image, structure can be given to the cross-cultural component in the following way:

Language minority students deserve an equal chance to participate, succeed, and be recognized.

[1]Contact the Office of the Los Angeles County Superintendent of Schools for information on TESA training and see *Basic Principles for the Education of Language Minority Pupils: An Overview* (Sacramento: California State Department of Education, 1982) for references and a more thorough discussion of cooperative learning and other student status-enhancing techniques.

Cross-Cultural Understanding

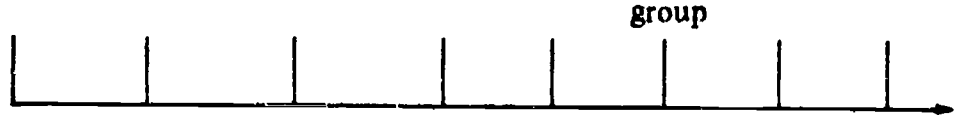
Components	*Process*
1. Cognitive: knowing about one's culture and the culture of others	1. Help students learn about the cultural traits, history, contributions, life-styles, values, and artifacts of their own cultural heritage as well as the cultural heritage of others.
2. Affective: feeling about one's culture and the culture of others	2. Help students to understand the how's and why's of human behavior and to understand, value, and appreciate what they know about their cultural heritage and the cultural heritage of others.
3. Behavioral: acting on one's knowledge and feelings about one's culture and the culture of others	3. Provide opportunities and encourage students to get to know people of other cultures, pursue their cultural curiosities, role-play or try out aspects of other cultures, and generally act positively on the knowledge and feelings they have developed regarding their own cultural heritage and the cultural heritage of others.

Cultural traits have a context and a logic that support them.

Within this paradigm the issue of culture deserves some elaboration as a topic for the classroom. Here, culture generally refers to a system of values, attitudes, artifacts, behaviors, and, in general, human solutions to life's problems and challenges. This view differs from a somewhat more common definition of culture as the exclusive study of fine arts, literature, history, and architecture. Cultural awareness might be plotted along a continuum. The range would be defined at one end by a student's personal culture as a unique individual and at the other end by the culture of humans as a species:

Cultural Continuum

Individual Family Community State Nation Ethnic group Race Humanity



The how's and why's of the differences and the underlying commonalities or similarities which can unify differences become the natural

topics of culture lessons, whether dealing at the level of the individual or at the level of an ethnic group.

The patterns of similarity and difference among individual students, for example, can be viewed in terms of how each holds a pencil, ties a shoe, walks, dresses, or talks. Lessons on the awareness of these kinds of individual differences and similarities might be more meaningful and appropriate in the early grades than lessons dealing with the higher-order abstraction of ethnic groups per se. That is, for young children comparing and contrasting the culture of classmates will probably have more meaning than dealing with the cultures of the Japanese, the American Indians, the Mexicans, the Anglos, and so on. Using the traditional "food and fiesta" approach at this high level of abstraction often only reinforces the concept for young children that these groups have nothing to do with everyday life and that they are truly strange, exotic, or weird. Unless the teacher is able to highlight the similarities among the differences, relate them to the students' own experiences, and help students value and appreciate some universality among these people and the students themselves, this approach would appear to do little to promote a healthy cross-cultural awareness. For example, it might be an enjoyable culture lesson to have students eat bread, tortillas, rice, millet, and poi. But, unless they can come to value these very different-tasting foods as various peoples' ways of filling their stomachs with the most abundant and inexpensive staple available, they merely carry away the negative idea that people around the world eat very strange things. Seeing the similarity among these different foods as "staples" involves moving one notch along the scale or ladder of abstraction. This technique can be used with other examples as well:

For young children the culture of classmates will have more meaning than the culture of the Japanese, the American Indians, and so on.

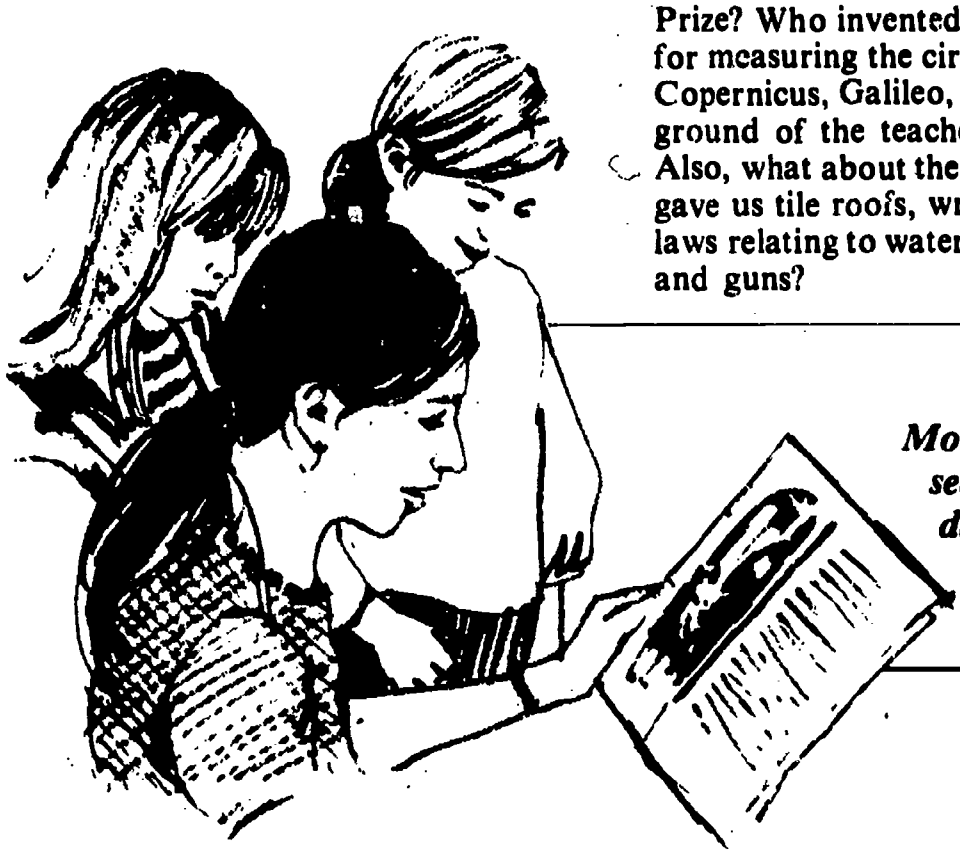
She has a dog. He has a guppy.	You both have . . . pets	"Dog" and "guppy" fall under the more abstract concept of "pets."
I eat omelettes. She eats quiche.	We both like . . . eggs	"Omelettes" and "quiche" fall under the more abstract concept of "egg dishes."
We like mariachis. They like punk rock.	We all like . . . music	"Mariachis" and "punk rock" fall under the more abstract concept of "music."

Looking at culture at the level of the ethnic group requires that the teacher not only highlight differences *and* similarities but also promote the understanding and appreciation of ethnic characteristics within the context in which they exist and of the cultural logic which supports them. How can we appreciate the fact that Germans keep the door closed when the bathroom is unoccupied and Americans leave it open, that some Chicanos value low-riders or form "gangs," that the Japanese have such elaborate codes of respect, or that the American Indians seek to harmonize with rather than dominate nature? What is the logic behind these traits in the cultural context within which they have developed? What universal problems are

being solved or human needs being met by these characteristics in that context? To what level of abstraction do we have to move to see cross-cultural similarities if they differ from what we are used to in our own culture? Posing and answering such questions is one way of promoting cross-cultural awareness at the level of ethnicity.

To help children appreciate and recognize the logic and value behind characteristics of ethnic cultures, teachers can draw upon many sources to highlight the contributions of various ethnic groups. It is particularly meaningful for students to know something about their own ethnic backgrounds and those of their classmates. In this way they may be able to identify with certain ethnic contributions or famous people and derive some pride or positive benefit by associating themselves or their classmates with the positive qualities of the ethnicities which they study (e.g., everyone being a little Irish on Saint Patrick's Day).

The backgrounds of the students themselves, therefore, represent an excellent starting point for the study of ethnicity (e.g., languages, places of birth, surnames, and family trees). Recognizing the achievement of individual students in class becomes a way of highlighting the positive traits of the various ethnicities they represent. Having the teacher or other students learn some of the ILP students' languages can have benefits for all concerned. Place names in the community, state, and nation are rich in ethnic references. The daily newspaper is also a particularly rich source of ethnic awareness lessons (e.g., politics, news about other countries, and ethnic surnames of those who are in the news). The ethnic backgrounds of famous people, living or dead, provide a tremendous source of information on important ethnic contributions that affect our lives daily. They can readily be found in all areas of the curriculum, including music, science, literature, politics, art, mathematics, typing, and cooking. What is the ethnic heritage of famous people, past and present: politicians, actors and actresses, scientists, heroes, inventors, and winners of the Nobel Prize? Who invented the submarine, plastic, buttons, or the formula for measuring the circumference of a circle? What was the ethnicity of Copernicus, Galileo, Columbus, or Chopin? What is the ethnic background of the teacher, principal, superintendent, or the President? Also, what about the ethnic origin of everyday things? Which cultures gave us tile roofs, wrought iron, chess, algebra, fables, cars, arrows, laws relating to water rights or community property, numbers, letters, and guns?



More than any other person, the teacher must set the tone in the study of the similarities, differences, and contributions of cultures.

These and other contributions of various ethnic groups in our daily lives represent a rich and never-ending source from which the teacher, at any grade level or in any subject area, may derive ideas for structured lessons and activities to promote cultural awareness. It is the teacher, more than any other person, who must set the tone in studying the similarities, differences, and contributions of cultures from individuals to ethnic groups. It is the teacher who must provide the classroom environment within which to properly study, evaluate, and appreciate cultural variations and contributions so that students may benefit from, rather than misinterpret, their new-found cross-cultural awareness.[2]

Teachers at all grade levels in all subject areas can address some or all of these cognitive, affective, and behavioral issues at some time during the year.

The establishment of objectives is considered good planning and contributes to student progress.

Objectives

For any program the establishment of objectives is considered good planning and contributes to student progress. In the case of language minority students, written objectives by teachers, in consultation with parents, can help prevent the tendency to expect too much or too little of LEP students. Written objectives will also give students, parents, and aides concrete goals and measures of progress upon which to base reclassification decisions. They are also of value to personnel who are developing minimum proficiencies or monitoring whether the program is meeting the legal requirement of sustaining normal academic achievement.

Instructional objectives for ILPs should be written in each basic skill or content area. These objectives should correspond to the language(s) of instruction and to the mode or emphasis of instruction. If most of the instruction is in L_1, for example, then the objective should be measured in L_1. If most of the instruction in ESL is based on a communicative or functional curriculum, then objectives should *not* be designed to focus on measures of acquisition of grammatical structures, such as in a grammar-based approach. And if the emphasis of the instruction is oral, then most of the progress should be measured orally instead of in writing. Since ongoing diagnosis is a legal requirement, ILP objectives should be updated as needed (i.e., at least annually) to correspond to the progress and changing needs of the students.

Objectives should include at a minimum:

1. That which is to be learned
2. The language of instruction
3. The mode of measurement, (e.g., criterion-referenced measures, including number or percentage of lessons/chapters/objectives/levels, or mastery test scores; and for norm-referenced measures, raw score, grade equivalent, quartile, stanine, standard score, or percentile)
4. The time frame within which progress is to be measured (e.g., between months *x* and *y*, by month *z*, or after *n* days of instruction)

[2]Further information and suggestions are available in *Planning for Multicultural Education as Part of School Improvement* (1979) and *Guide for Multicultural Education: Content and Context* (1977), both published by the California State Department of Education, Sacramento. The Department's Bureau of Intergroup Relations can also provide information on multicultural education and cooperative learning techniques.

Activities

A summary of the activities for each instructional component should be included on the ILP form. Only a sample of the most frequent and significant activities need be described, rather than an exhaustive list of everything the teacher or the student will do in the program. Such a statement provides parents, other teachers, and program reviewers with at least general information about the nature and quality of the program being offered. This sample is also an important means of checking compliance. The activities referred to here are analogous to those normally included in the formats traditionally associated with the School Improvement Program or Chapter 1 of the Education Consolidation and Improvement Act.

Enough bilingual staff members should be available to provide the L1 instruction needed for normal academic growth.

For example, common activities in an ESL component might include total physical response (TPR) commands (or classroom directions), listening practice with the use of a cassette, flash card drills, conversation practice, question and answer chain drills, role playing, singing, writing exercises, and language-experience reading activities. Subject matter or primary language development activities might involve vocabulary work sheets, tutoring, silent reading, written exercises, work with audiovisual programs, oral explanations, simulation games, peer tutoring, explanations or lectures, conversations, reports, and panel discussions on specific topics.

Personnel

Both the law and good educational practice dictate that enough personnel be trained and be made available to implement all aspects of a given program. The implementation of ILPs requires that LEP students have appropriate access to bilingual personnel to fulfill the program requirements of (1) English language development; (2) instruction in basic skills or content classes primarily in the student's stronger language; and (3) structured activities for promoting a positive self-concept and cross-cultural awareness. Although the law does not require that all the people who work with the ILPs be paid by the district, a sufficient number of legally defined trained bilingual teachers and aides must be available in addition to any volunteers.

District administrators should establish the same staff-student ratios for ILPs as are established for other programs. That is, if normal teacher-student ratios are 1:30 per day at the elementary level and 1:30 per class period at the secondary level, bilingual staff-student ratios and contact time should be comparable. A bilingual aide should not, for example, be assigned to work independently with 50 ILP students if the average district SIP aide-student ratios are 1:15 or 1:30 in a self-contained classroom with a supervising teacher.

Staff-student ratios, however, should be viewed only as a means to an end. The objective of providing students access to daily instruction in English and the primary language for normal cognitive/academic growth should be the ultimate criterion for judging sufficiency of staff and material resources. The degree to which the three curriculum requirements mentioned are being met for each LEP student is the degree to which the program provides sufficient bilingual teachers and aides. (See Appendix K.)

The recruitment of language-competent staff can be a very real and imposing challenge. Finding ways of communicating with the language community in question is the key to seeking and hiring the

needed personnel. Some of the most common ways of recruiting language-competent persons are contacting universities, community colleges, churches, and clubs; placing notices in the post office, neighborhood laundromats, restaurants, markets, immigration offices, and child care centers; placing announcements on local radio and television shows; and advertising by "word-of-mouth." Parents, older siblings, relatives, and neighbors of ILP children should not be overlooked as excellent sources of primary language instructional support.

Given the scarcity of appropriate language-competent staff for some language groups, it becomes important to use bilingual teachers, aides, and volunteers to the greatest advantage. To have bilingual personnel deliver both ESL and primary language instruction, for example, is not the most efficient way to use their L_1 skills. Although the ideal may be to use bilingual personnel even for ESL, specially trained monolingual English speakers can provide effective English-as-a-second-language instruction and some nonnative English content instruction, especially for groups of LEP students from diverse language backgrounds. Bilingual personnel can spend more time with LEP students, providing needed L_1 language arts and content instruction when they do not have to provide English instruction as well. Therefore, a team approach using bilingual staff for primary language instruction and trained monolingual staff for ESL and nonnative English content instruction can be a very efficient and effective way of utilizing limited resources.

Materials

The following list consists of references to noncommercial instructional materials and their sources as well as sources of information for various language groups. In addition, the National Clearinghouse for Bilingual Education (NCBE) can provide information on other noncommercially developed instructional materials in various languages from Title VII materials development centers. NCBE can also respond to general inquiries on bilingual education. The address is: National Clearinghouse for Bilingual Education, 1300 Wilson Blvd., Suite B2-11, Rosslyn, VA 22209. Inquiries may also be addressed to the Bilingual Education Office, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814-4785.

1. State Department of Education publications (California State Department of Education, P.O. Box 271, Sacramento, CA 95802) (Also see page 74.)

   Basic Principles for the Education of Language-Minority Students: An Overview (1983).
   Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984).
   A Handbook for Teaching Cantonese-Speaking Students (1984). Includes a materials bibliography.
   A Handbook for Teaching Portuguese-Speaking Students (1983). Includes a materials bibliography.
   Studies on Immersion Education: A Collection for U.S. Educators (1984).

2. Other publications and their sources:

   Materials for Indochinese Students: An Annotated Bibliography. Office of the Los Angeles County Superintendent of Schools, 9300 E. Imperial Hwy., Downey, CA 90242.

The combination of bilingual personnel for L_1 instruction and monolingual personnel for ESL instruction can be quite efficient.

Sources of Materials for Minority Languages: A Preliminary List. National Clearinghouse for Bilingual Education, 1500 Wilson Blvd., Suite 802, Rosslyn, VA 22209.

A Survey of Materials for the Study of the Uncommonly Taught Languages. Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.

3. Sources of information for various language groups Title VII Evaluation, Dissemination, and Assessment Centers (EDAC):

- California State University, Los Angeles
  EDAC
  5151 State University Dr.
  Los Angeles, CA 90032
  Languages: Chinese and other Asian, Pilipino
- Dallas Independent School District
  EDAC
  3700 Ross Avenue
  Dallas, TX 75204
  Languages: Various
- Leslie College and Fall River Schools
  EDAC
  49 Washington Ave.
  Cambridge, MA 02140
  Languages: Chinese, French, Greek, Italian, Korean, Japanese, Portuguese, Spanish

4. Title VII Materials Development Projects:

- Arabic Materials Development Center
  611 Church St.
  Ann Arbor, MI 48104
- Crosscultural Resource Center
  California State University, Sacramento
  6000 J St.
  Sacramento, CA 95819
  Language: Vietnamese
- George Mason University
  4400 University Dr.
  Fairfax, VA 22030
  Language: Vietnamese, Khmer, Lao
- Newark Board of Education
  Office of Bilingual Education
  2 Cedar St.
  Newark, NJ 07102
  Language: Portuguese
- New York City Board of Education
  Office of Bilingual Education
  131 Livingston St., Rm. 514
  New York, NY 11201
  Languages: Chinese, Haitian Creole, Korean
- San Francisco Unified School District
  300 Seneca Ave.
  San Francisco, CA 94112
  Languages: Cantonese, Vietnamese, Cambodian, Lao

It is important to look for materials that are designed for or are at least applicable to the nonnative speaker of English.

Teachers may need to alter the pace and kinds of assignments given with English materials and at times to use the materials out of level.

Other sources of materials include foreign consulates, especially in major cities such as San Diego, Los Angeles, and San Francisco; and bookstores, ethnic social organizations, and libraries. In addition, local and state conferences on bilingual education attract most of the major commercial vendors.

Once sources for materials are discovered, the kinds of materials to look for and acquire become an issue. The most important kinds of primary language materials to have on hand are (1) assessment instruments for diagnostic testing in language, reading, writing, and mathematics; (2) language, reading, writing, mathematics, science, and social science materials at the appropriate grade levels, based on a diagnostic assessment of the ILP students; (3) reference materials, such as dictionaries or encyclopedias; and (4) supplementary materials, including readers, work sheets, tapes, and books on special topics (e.g., particular periods in history, biographies, specializations in science, or personal interests and avocations).

In terms of English materials, two main categories should be considered: materials to be used specifically for ESL or English-language development and materials to be used for nonnative English-content instruction. In both categories it is important to look for materials which have either been designed for the nonnative speaker of English or which can be used effectively with nonnative speakers in such a way as to make instruction comprehensible to the LEP student. It does little good to give LEP students a sixth grade English reader, spelling book, mathematics book, and social studies book just because they are enrolled in the sixth grade. Teachers may need to alter the pace of assignments for these students, alter the kind of assignments given with these materials, and use these materials out of level. In general, materials should be assigned to students not on the basis of what they *should* be doing for a particular age or grade level but rather on what they actually *can* do to sustain as normal a level of academic progress as possible.

Schedule of Instruction

English language development instruction specifically designed for the nonnative speaker should be provided daily for each LEP student. English language development lessons can be conducted for various lengths of time; e.g., 15- to 20-minute sessions in kindergarten up to two-or three-hour sessions at the secondary level. Lessons can be scheduled for more than once a day, especially if the activities vary from initial instruction in a group in the morning; for example to work with games, visual aids, or Language Master®-type programs for reinforcement in the afternoon.

Subject matter instruction, especially in areas of highest academic demand, should be provided daily, and the student's stronger language should be used primarily in oral language development, reading,

Materials should help the student maintain as normal a level of progress as possible.

writing, social studies, and science. If L_1-competent staff are not available daily, primary language instruction should be provided at least on a regularly scheduled basis, whether it is conducted at school or at home. Teachers should communicate to volunteers, peer tutors, bilingual parents, siblings, and relatives that their help should be provided in a structured, scheduled way and should be organized around specific topics and assignments. For example, a peer tutor may be able to help with mathematics on Mondays, Tuesdays, and Fridays. A bilingual relative of the student may be able to provide some supplementary ESL vocabulary practice on Tuesdays and Thursdays, and a parent may be able to read to a child in L_1 at least four days a week. At the secondary level it may be possible to provide L_1 instruction on a scheduled basis by grouping ILP students together for one or two periods a day for concentrated L_1 tutorial help.

However it is accomplished, the ILP should reflect both the duration and frequency of service which the paid and volunteer staff are providing to the student in each subject area.

Grouping

Because it is usually impossible to provide instruction on a one-teacher-to-one-student basis, it becomes necessary to consider grouping students. Consideration of desired outcomes and the bases on which to organize the groups should underlie all grouping decisions.

Three major outcomes to consider in grouping LEP students are:

1. Cost-effectiveness in matching personnel and materials to student needs
2. A flexible and pedagogically effective program
3. Ethnic integration

In terms of *cost-effectiveness,* it might be better to take students with similar ESL or primary language needs who happen to be spread across several grade levels or even several schools and group them for pull-out sessions or put them in a magnet school. If this type of grouping can be done without disrupting other programs, families, bus schedules, or already desegregated settings, it allows the school or district to concentrate all of its resources (e.g., materials, budget, personnel, and staff development) into a limited number of lab settings or magnet schools. This can save time and money by preventing the need to duplicate teacher training and materials purchases at several grade levels or school sites. However, through efforts to be cost-effective, LEP students may become segregated illegally for a large portion of their day, or their program may be incessantly interrupted by the students being placed in numerous pull-out groups throughout the day. Both of these situations represent critical constraints on how far an administrator may go to be cost-effective through grouping.

The second consideration, *pedagogical effectiveness,* implies that students, parents, teachers, aides, volunteers, administrators, and evaluators should be asked from time to time how effective the current grouping patterns are in terms of student academic achievement. Those who work with the students face to face and those in charge of collecting and reviewing test data are the ones most likely to know whether current groups are educationally appropriate. There should

also be flexibility built into every grouping process, permitting students to change assignments or groups as ongoing diagnosis indicates the change to be appropriate. This flexibility prevents dead-end tracking, which continues to be illegal for minority students.

The third consideration, *integration,* must be looked at in terms of the ILP student and the racial makeup of the groups in which that student finds himself or herself throughout the day. The federal policy on grouping of language minority students has been that it is permissible to isolate students racially on the basis of educational needs but for not more than about 25 percent of their school day. Although it is important for LEP students to have some time in school during which they do not have to compete with native speakers of English, an attempt must be made not only to desegregate but also to integrate these students with mainstream students for at least a part of the day. Peer tutoring and cooperative learning techniques appear to be excellent ways of integrating majority and minority students in the classroom. Without appropriate consideration of how minority and majority students interact, desegregation often results in unfair competition, resegregation within the school or classroom, and unequal educational opportunities in spite of an appropriate numerical racial mix.

The three major criteria or bases for grouping language-minority students involve the diagnosis of LEP students in terms of the following:

1. Academic achievement level, which is important for determining the appropriate level of both primary language and nonnative English content instruction
2. English-language proficiency for ESL and nonnative English content instruction
3. Primary-language proficiency for L_1 content instruction and language development

In order to adjust the cognitive load or degree of difficulty of English or L_1 instruction to a level which the LEP student is likely to understand, it is necessary to find out what previous education the student has had and what criterion-referenced or norm-referenced test results show to be the functional level of the student in language arts, mathematics, science, or social science. This diagnosis should include data in the primary language, since it is not possible to measure real academic competence through tests in the student's weaker language only. In the absence of formal data, evidence from previous school records or interviews may be used to get a general idea of the grade-level abilities of the student.

Peer tutoring and cooperative learning appear to be excellent ways of integrating majority and minority students in the classroom.

Instruction must match the student's level of language proficiency and academic achievement.

The second and third criteria involve the diagnosis of the student's primary-language and English-language proficiency. In both cases aural comprehension skills are more important than oral production skills for homogeneous grouping. The student's reading and writing skills in each language become an important consideration for grouping in situations in which literacy skills, seat work, and a limited variety of materials are major factors in the instruction. With these data teachers can adjust their speech register, assignments, pacing, and use of materials to ensure that the language of instruction is not a barrier to the LEP student's access to subject matter, either in English or in the primary language.

In short, this evaluation of the ILP students' academic levels and language proficiencies will help teachers and administrators group them either homogeneously or heterogeneously so that both the medium (the language) and the message (the content) can be adjusted to the optimum level for as effective and comprehensible instruction as possible.

Several practical implications are derived from these goals and criteria for grouping language minority students. In ESL classes or sessions, for example, LEP students can be grouped by English comprehension level, in spite of the fact that different primary languages may be represented in a given group. In initial stages it is the students' ability to comprehend English vocabulary and sentence structure that allows them to acquire proficiency in English rather than their ability to produce the language orally or in writing.

An ESL group should be smaller than a regular class. A class of ten to 15 students, at the most, will help to provide maximum opportunities for student-teacher interaction and overall student participation. These groups should not include native English-speaking students unless a specific activity has been designed to utilize them as language models in peer tutoring or cooperative learning activities.

Grouping for content instruction in such areas as language arts, mathematics, science, and social science should be based primarily on the academic achievement level of the students. The cognitive demand of the instruction should not be so far over the heads of the students that it is incomprehensible, no matter what the language of instruction. For LEP students, therefore, the teacher must adjust not only the medium of instruction to a nonnative level of English delivery and interaction but also the message or content to the students' level of academic achievement in the subject area being taught.

There are cases, however, in which an ILP student's language proficiency and academic level in a given subject area may be so unique as to set him or her apart from the other students in class. Regardless of the inconvenience that may result, every effort should be made to adjust L_1 and English instruction to accommodate that student's needs at his or her unique level. Pairing the ILP student with selected peer partners may help, since students, in general, are able to adjust

their speech intuitively to make communication comprehensible to the nonnative speaker.

If there is a shortage of appropriate and sufficient resources, the school or district might seriously consider, for example, a three-year written plan for acquiring the necessary resources. Such a plan would include the short-term and long-term strategies for personnel recruitment, training, and development; student grouping by class and by school; materials acquisition; and an interim program to meet student needs as well as possible until a more complete program is fully operational. Such efforts are required if school officials are even to hope to have the kind of resources necessary to allow teachers and administrators to provide for high quality, comprehensible instruction and flexibility in the grouping of ILP students.

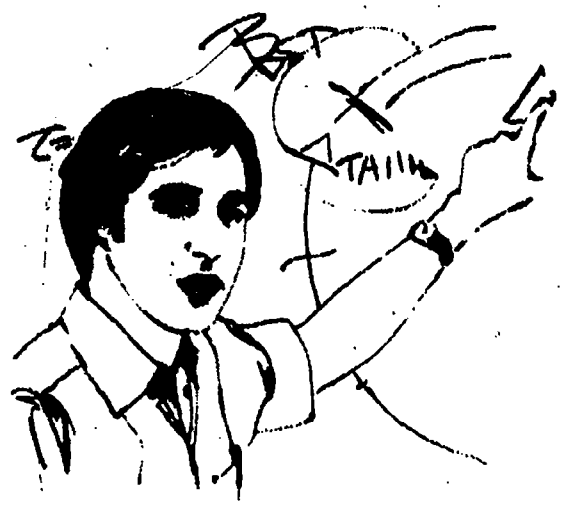
Patterns for grouping students by common strengths or needs include:

1. Cross-class or cross-grade grouping, with a teaming of bilingual and monolingual personnel for primary language and English language instruction, respectively
2. Pull-out sessions for ESL, reading, mathematics, and so forth in labs or learning centers
3. Tracking of students of similar language backgrounds, achievement, or skills levels with a limited number of teachers at the secondary level
4. "Core" programs at the elementary or secondary level in which students are grouped for a portion of the day for English, primary language instruction, or bilingual instruction in basic skills or content areas
5. Magnet schools or classrooms for grouping students of similar grade levels and language backgrounds for better serving a diverse and dispersed group of ILP students within a school or district when resources are very limited

Language Use

The two major academic functions of language use in the classroom with LEP students are (1) to teach content; and (2) to promote language acquisition or development. Teachers should keep both of these functions clearly in mind in addressing the needs of LEP students. For example, a teacher may ask LEP students in mathematics, social studies, or science classes to speak and write English only. The reason often given for this language preference is that "these students need to learn English." While teaching English is an important goal, teachers sometimes lose sight of the fact that the first priority of such instruction is the teaching of mathematics, social studies, science concepts, and thinking skills. This task can be accomplished efficiently and effectively only through the language the student understands best.

It follows then that, for basic skills or content instruction, the LEP student's stronger language should be used. For continuous progress every effort should be made to provide primary language oral and written support for L_1-dominant students in subject areas, especially in language arts, social studies, and science. Except for lessons on mathematical concepts and applications or initial instruction in



Teachers sometimes lose sight of the first priority of instruction—the teaching of content.

mathematical computations, a case might be made for the less extensive use of L_1 for practice in mathematical computations. English might also be used more extensively for physical education, art, music, and hands-on or audiovisual types of lessons in any subject area from typing to science. English can often be an appropriate vehicle of instruction in these subject areas, if used in special ways, since lessons often include many nonlinguistic clues, such as visuals, gestures, actions, and props, which help to make the instruction comprehensible to the LEP students. In fact, the more comprehensible the English used for ESL or nonnative English content instruction, the more it will promote second language acquisition in both contexts.

Although bilingual delivery approaches often include concurrent or translation models, monolingual L_1 or L_2 instruction has been demonstrated to be more effective than most mixed-language approaches. Among the currently accepted bilingual teaching approaches are "preview-review" and "alternate-language" approaches.

In summary, student progress in learning the subject matter, not just in learning English, is the best indicator of whether the student is being provided a comprehensible educational experience and whether the use of English and the primary language for instruction provides appropriate access to the curriculum for the ILP student.

Parent/Student Consultation

The parents or guardians of elementary school students eligible for ILPs and secondary ILP students themselves must be consulted in the development of the ILP, and the consultation must be documented. This consultation for both parents and students may include a discussion of such topics as:

1. The role of language in academic achievement
2. The implications of the L_1/English diagnostic assessment for language use during instruction
3. Curricular offerings in English language development and basic skills or subject matter instruction using English and/or the primary language
4. Parent/student/school goals and expectations for language proficiency in the primary language and English, as well as for the overall academic achievement of the LEP student
5. Parents' and students' attitudes toward the use of English and the primary language for instruction (See Part 2 of this handbook for background information on these topics.)

The most effective consultation is conducted face-to-face.

The most effective consultation, of course, is that which is conducted face-to-face with the parent or guardian, the student, the teacher, and perhaps the principal or district coordinator of the ILPs. This consultation can take place at school by special appointment, during parent conferences, or through a home visit. When the ILP students are of the same primary language and are close in age or grade level, parents might be called together as a group for the consultation. This is especially productive at the secondary level when extremely large numbers of students are on ILPs. Such a group consultation, however, should include an opportunity for parents to ask questions and to schedule individual consultations if they so desire.

Less effective approaches include telephone contacts and mailed invitations to parents to call, write, or visit the school if they wish to confer on or change in any way the ILP to be provided for their child.

No matter how the consultations are accomplished, however, they should be conducted in a language understandable to the parent and student in oral and written form.

Consultations with the parent or student can best be documented by the signature on the ILP form of the parent of a student in kindergarten through grade six or of the parent *and* the student in grades seven through twelve. Consultations may also be documented by a signature on a sign-up sheet for an individual or group parent conference or the signature of a teacher or principal making a home visit, telephone call, or other kind of contact. Documentation can be defined as any reasonable and defensible evidence that parents and students have been involved in the development of ILPs.

ILP Plan Design

Appendixes E and F are sample formats of critical information to be included in the written ILP. Two major components must be addressed:

1. Identification and diagnostic information for designing appropriate instruction based on identified student strengths (See appendixes E-1 and E-2.)
2. Instructional program design, including subject areas, objectives, activities, schedules, and resources to carry out the program (See appendixes F-1, F-2, and F-3.)

Developing ILPs should be a shared responsibility.

District personnel must decide which format to use for these components, how many pages will be needed, who will fill out which sections, and how consultation is to be accomplished. Teachers cannot, however, realistically be expected to complete ILP forms accurately without some guidance, training, and time allowed for the task. Neither may it be completely appropriate for resource staff to fill out ILPs for the teachers, since without the teacher's participation in drafting the ILPs, there is little ownership or commitment on the part of the person who must actually deliver the program. District administrators might consider some kind of shared responsibility or partnership among the teachers, resource staff, administrators, parents, and students in grades seven through twelve in developing and implementing ILPs.

Appendixes F-1 and F-2 represent sample elementary and secondary-level formats, with spaces for basic diagnostic data, teacher and room assignments, grade level, curriculum plan, and documentation of parent/student consultation as well as the name of the person who developed the plan. The elementary format (F-1) has a space in which to identify the plan as an individualized (a) basic bilingual; (b) bilingual bicultural: or (c) innovative ILP (Education Code Section 52163[f]). F-1 and F-2 both portray ESL as only one among several possible instructional components. This feature is designed to guard against the tendency to divide the ILP into two equal parts, ESL and L_1 instruction. Such an organization is misleading because ESL instruction, in which conversational skills are usually taught, should not be thought of as fully half of the student's program. Rather, it should be proportionately represented as a single component together with the rest of the curriculum: language, reading, writing, and mathematics (for kindergarten through grade six), or the nonelective courses required for graduation (grades seven through twelve). It is the student's performance in these areas which determines academic success or failure.

The ILP plan can then indicate whether English, L_1, or both languages are to be used for these subjects which, in fact, form the largest part of the curriculum.

Although these elementary and secondary individualized formats are probably the most common types of plans in use, it is conceivable format might be developed for all or part of the instructional program design (Component 2). (The identification and diagnostic information of Component 1, however, should only be described on a student-by-student basis.)

ESL instruction, for example, might be described for a limited number of groups of ILP students, especially at the secondary level or in an ESL lab program at the elementary level. It may be sufficient, in such a case, to describe this ESL component of each child's program in a project program format, such as that which has been used for SIP, Chapter 1, or Title VII plans. Although it is more difficult to write such a plan for content instruction, it is conceivable, given large numbers of similarly diagnosed ILP students studying similar subject areas with similar materials on similar schedules, that a group plan format might be used to describe basic skills or subject matter instruction in English and/or the primary language.

Using this group plan approach would involve:

1. Designing a curriculum plan (See Appendix F-3.)
2. Attaching a list of students to whom it applies
3. Attaching each student's record of indentification and diagnostic information (See Appendix E-1 or Appendix E-2.)

Each teacher involved would have a complete packet of these three elements.

District personnel may wish to write a different group plan for each type of ILP student (see Part 2) or one for each level of language proficiency; e.g., non-English speakers or "newcomers," limited-English speakers, and fluent-English speakers who are still LEP by virtue of limited reading, writing, or mathematics proficiencies.

It would *not* be helpful to consider this group plan option for 12 students with various language backgrounds or even 35 students with the same primary language at a given school, for example. However, at a secondary school with several hundred ILP candidates of various language backgrounds and various levels of English proficiency, it might be useful to write five or six group plans for different types of LEP students in different subject areas. To do so would be especially useful when groups of students have similar curriculum plans anyway. Whereas a large school may use this approach for describing ESL as well as subject matter instruction, a smaller school might find this group format option useful only for a single component such as ESL, thus avoiding the writing of virtually the same ESL program on a separate sheet of paper for each child. For each subject area in which a group plan is written, however, it will be necessary to develop such a plan, with input from each teacher to whom ILP students are to be assigned so that the group plan will represent the program that the student will actually receive in class.

ESL is only one of several instructional components.

Although a group format can be more efficient in the case of large numbers of similar ILP plans in a school or district, it is not meant to subvert the intent of the law for instruction to be individualized. With the individual diagnostic sheets attached to each group plan, and with a description in the plan of how diagnostic data will be used to place

students at their appropriate instructional levels (see the second column of Appendix F-3), the group plan format can be an efficient way of describing individualized instruction for large numbers of students with similar needs.

Again, identification and diagnostic information should always be available in the classroom for easy reference, and, regardless of the format, a copy of the ILP should be provided to each teacher and/or aide working with the student, as well as to the parents. These documents should then be included and maintained in the student's cumulative record file to provide for program articulation for each year the student is on an ILP.

Here, as in other areas of ILP development and implementation, the objective is to provide as comprehensible an educational program as possible for the LEP student in order to promote normal cognitive/academic growth, English language acquisition, and personal as well as social adjustment. These are suggestions for doing so not only as efficiently as possible but also with a guaranteed level of quality built in to ensure optimal educational opportunities for this often educationally neglected group of students.

Progress in all subject matter is the mark of a good program.

Part 4

Summary Checklists

The checklists that follow were designed as summaries of the major points of implementation described in this handbook. They may be used by teachers, resource staff, and administrators as reminders of what must be done to develop and implement effective ILPs.

Documentation

This checklist is designed for use in developing the ILP format(s) for a district or school site.

The following elements should be included on the ILP format being used in the district. There should be one section for identification, diagnostic, and other assessment data (see items 1, 2, and 3); and a second section or form with a detailed instructional plan for an individual or group of LEP students (see items 4 and 5). Printing ILP forms on non-carbon reproducible (NCR) paper is useful because multiple copies are often required for the parents, teachers, and the school-site or district records.

___ 1. Results of identification assessments
- ___ a. "Home Language Survey"
- ___ b. English-language proficiency

___ 2. Results of diagnostic assessments, by language and subject area
- ___ a. Student records of conduct and classroom performance
- ___ b. Criterion-referenced assessments
- ___ c. Norm-referenced assessments
- ___ d. Parent and/or teacher observations

___ 3. Results of ongoing diagnostic and achievement assessments
- ___ a. Mastery and proficiency tests
- ___ b. Grades
- ___ c. Student observations
- ___ d. Post-tests in language proficiency and academic achievement

___ 4. Program treatment, by subject area and language(s) of instruction
  ___ a. Staff
  ___ b. Schedule
  ___ c. Activities
  ___ d. Language use
  ___ e. Materials
  ___ f. Objectives and criteria for mastery
  ___ g. Assessment procedures
___ 5. Evidence of parent and student (in grades seven through twelve) consultation

Steps to Implement an ILP

This checklist is designed for use by the administrator in charge of the overall implementation of ILPs for a district and/or school site.

Steps 1 and 2 must be completed within 30 school days of a student's enrollment, and steps 3 through 8 must be completed within 90 calendar days of initial enrollment.

___ 1. Conduct the initial identification assessment and establish a list of LEP students, by grade level and language, who are not enrolled in an (a), (b), (c), or (d) program. (See Appendix A.)
___ 2. Inform parents of student language classification and program assignment. Inform them of their rights to visit the program, to serve on an advisory committee, to withdraw their child from the program, and so forth.
___ 3. Conduct a diagnostic assessment in the primary language that includes but is not limited to a review of previous academic performance, criterion-referenced and norm-referenced assessments to the degree tests are available, and student and parent interviews as appropriate. (See Appendix B.)
___ 4. Designate the language(s) of basic skills or subject matter instruction on the basis of the student's language strengths in the primary language and English as revealed through the diagnostic assessment.
___ 5. Place the student at the appropriate developmental level on the district scope and sequence, curriculum continua, or course outlines. Set instructional objectives, and develop the means for evaluation of progress toward those objectives.
___ 6. Assign materials, staff, and tutors or volunteers to students and schedule instruction by subject area and language.
___ 7. Document steps 1—6 and consult with the parent of a child in kindergarten through grade six or the parent and student when the student is in grades seven through twelve. Document this consultation and make appropriate program accommodations as a result of parent and student input.
___ 8. Implement the program.
___ 9. Conduct ongoing diagnostic and achievement testing to determine student readiness to receive increased instruction through English and when it would be appropriate to consider reclassification.
___ 10. Initiate the district reclassification process when appropriate. (See Appendix C.)

Instruction

The following is a checklist for teachers to whom ILP students have been assigned.

___ 1. I have reviewed identification and diagnostic assessment data and any previous ILPs for each ILP student assigned to me this year.

___ 2. I have read parts 2 and 3 of this handbook and related appendixes.

___ 3. I have a completed ILP instructional plan, including parent/student consultation documentation, for each ILP student, and it is based on the available identification and diagnostic assessment data.

___ 4. I have sought primary-language materials and personnel for each ILP student either personally or through school and district resource support and administrative personnel.

___ 5. I adjust content instruction to the student's academic level of achievement and adjust my speech to a native-to-nonnative register when addressing the student in English. (See Part 2.)

___ 6. ESL lessons, especially in initial stages, stress message (communicating) rather than form (correct pronunciation, verb endings); appeal to the students' needs, interests, and desires in real-life situations; promote extensive development of vocabulary comprehension; and follow a listening-speaking-reading-writing sequence. (See Part 2 and appendixes G and H.)

___ 7. I supervise the amount and quality of instruction by others who work with the ILP student and evaluate the student's progress accordingly.

___ 8. I provide opportunities for the ILP student to receive "comprehensible input" daily in English and in the primary language (based on the student's proficiencies in L_1 and English, parent and student attitudes, and available resources) to promote English-language development and the acquisition of subject matter concepts and skills. (See Part 2.)

___ 9. I do not have ILP students reading in English basal readers or textbooks designed for native speakers until the ESL and primary language reading criteria (to the degree materials and personnel are available) have been met. (See Part 2.) Any reading activities in English are correlated with the ESL program.

___ 10. I provide daily support and structured activities for the ILP student in order to promote a positive self-image and to promote cross-cultural awareness. (See Part 2.)

___ 11. I conduct ongoing diagnostic assessments of the ILP student's progress in L_1 and English, and I know the district's criteria, standards, and procedures for reclassification.

Appendixes

This section is designed for those readers interested in a more schematic or, in some cases, detailed treatment of information included in this handbook. Appendixes A through C are flowcharts of legal requirements. Appendix D is an informal instrument especially useful for assessing oral language proficiency of speakers of languages other than Spanish and English. Appendixes E and F are sample formats for recording ILP diagnostic data and curricula. Appendixes G and H provide detailed and practical information for the teacher or teacher trainer interested in ESL or second-language methodologies and classroom practices. Appendix I is a brief narrative describing the dimensions of English-language proficiency as it relates to the academic achievement of language minority students. Appendix J is a sample form to use with parents who wish to withdraw their child from an AB 507/80 program. Appendix K is a set of guidelines for defining the legal requirements for determining sufficient bilingual staff for ILPs.

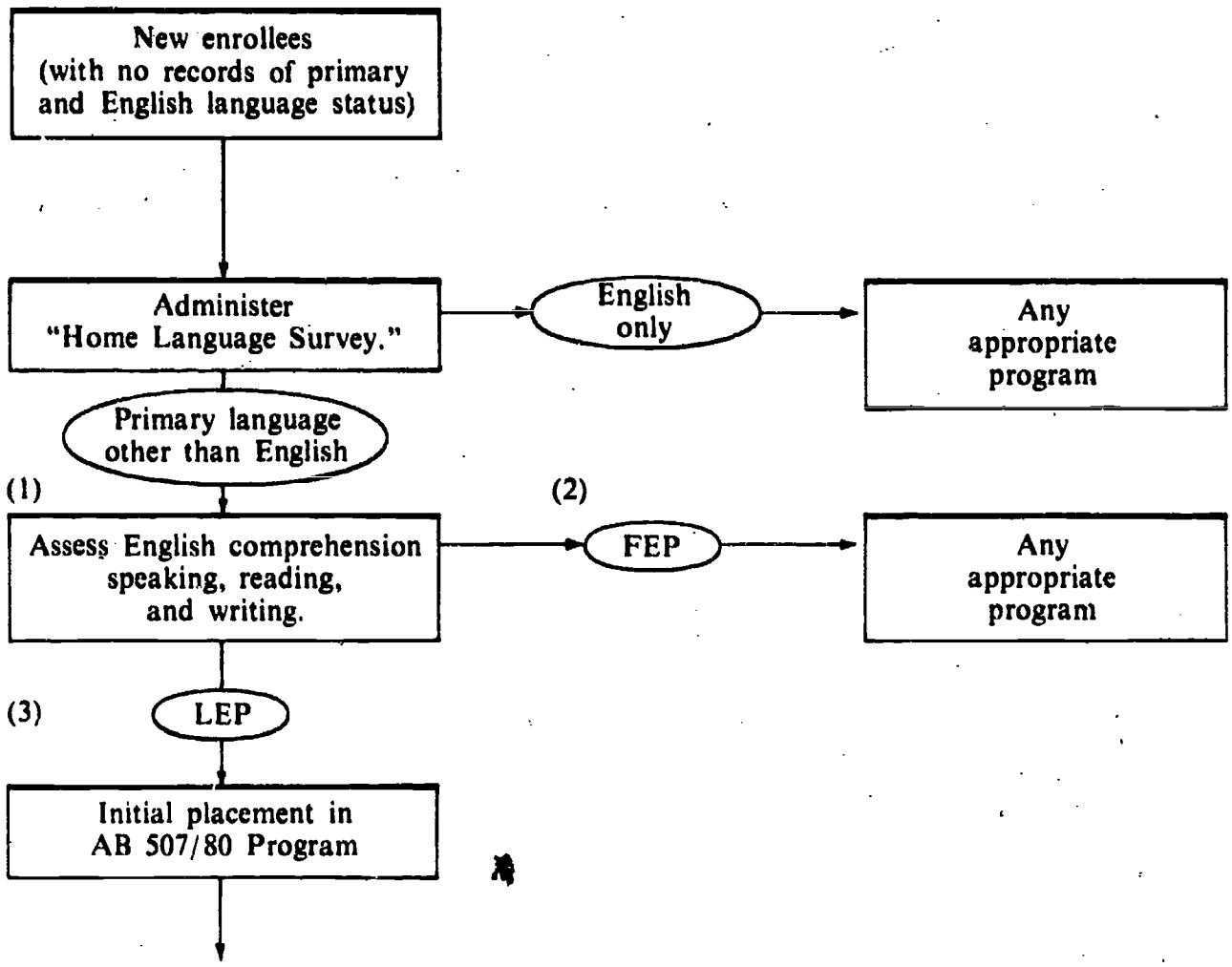
The appendixes are as follows:

- **A**— Initial Identification
- **B**— Diagnostic Assessment
- **C**— Language Reclassification
- **D**— SOLOM Teacher Observation
- **E-1**— Identification and Diagnostic Profile Format: Sample Individual Student Language Profile—Elementary
- **E-2**— Identification and Diagnostic Profile Format: Sample Individual Student Language Profile—Secondary
- **F-1**— Sample Elementary ILP Instructional Plan
- **F-2**— Sample Secondary ILP Instructional Plan
- **F-3**— Group ILP Curriculum Format
- **G**— Second Language Teaching Methodologies
- **H**— Effective Second Language Lesson Characteristics
- **I**— English Language Proficiency
- **J**— Sample Parent Withdrawal Form
- **K**— Guidelines for Determining Sufficient Bilingual Staff for ILPs

Appendix A

Initial Identification

(Complete within 30 school days of enrollment.)



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(1) Oral English proficiency must be assessed with the use of a state-designated instrument. For purposes of initial identification, English reading and writing assessments are optional for all students in kindergarten through grade two and for students in grades three through twelve who are LEP on the basis of oral skills alone. The reading and writing skills of other students must be assessed. Each district shall establish a process by which reading and writing assessments are to be made, including specification of criteria, instruments, procedures, and standards appropriate to each grade level, to be used for identification of students as LEP.

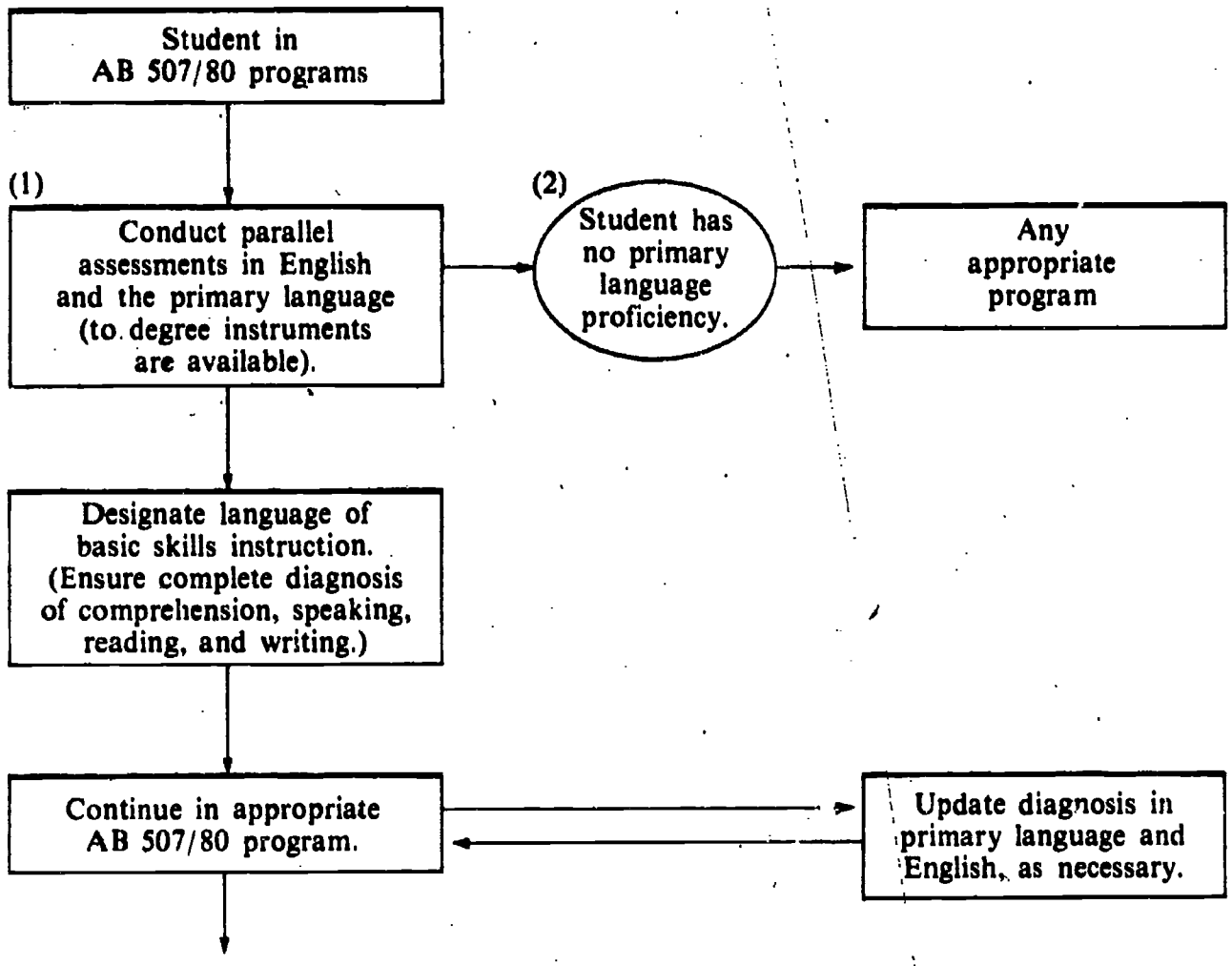
(2) Students in kindergarten through grade two scoring fluent on an oral proficiency test in English are designated FEP unless the optional reading and writing assessments are given and they score below district-established standards. Students in grades three through twelve scoring fluent on an oral proficiency test in English are classified as FEP if they score at or above the district-established standards in both reading and writing.

(3) Students in kindergarten through grade two scoring not fluent on an oral proficiency test in English are classified as LEP. Students in grades three through twelve scoring not fluent, and those scoring fluent who also score below district-established standards for reading and/or writing, are classified as LEP.

Appendix B

Diagnostic Assessment

(Complete within 90 calendar days of enroilment.)



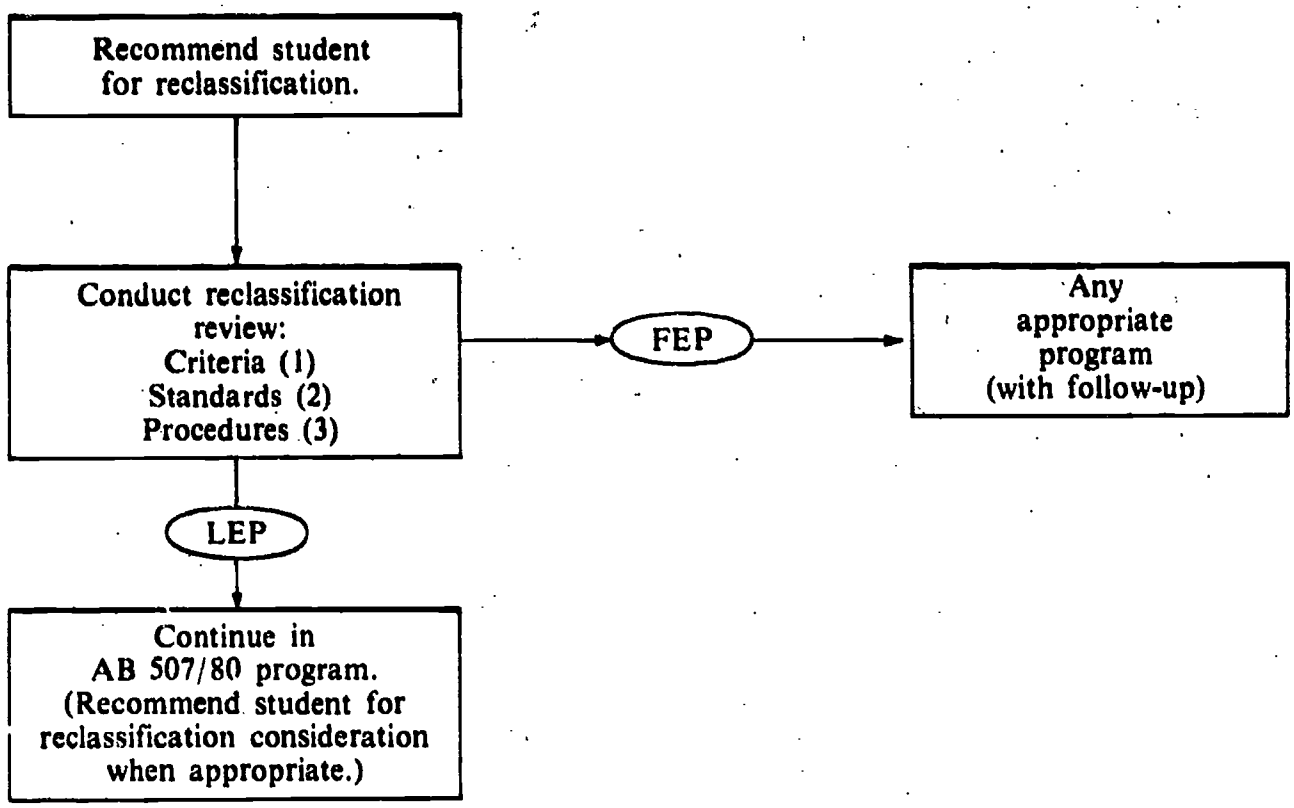
(1) The results of the English assessments conducted for purposes of initial identification may be used here. In the absence of formal instruments for assessing proficiency in languages other than English, an informal assessment of the student's primary language proficiency must be made.

(2) A student who scores at the lowest level of a designated oral language proficiency assessment instrument based on his or her primary language skills shall be further assessed by means of consultation with the student's parents or guardians, the classroom teacher, the student, or others who are familiar with the student's language ability in various environments. If this assessment shows no primary language proficiency and the parent concurs in writing, the student need not be considered LEP. (*Education Code* Section 52164.1 and *California Administrative Code, Title 5, Education,* Section 4305)

Appendix C

Language Reclassification

(Complete at any time that evidence is presented that the student may be able to meet the district's reclassification criteria.)



(1) District-specified criteria must include teacher evaluation of English language proficiency, including mastery of English language curriculum; assessment of English oral proficiency; parental opinion and consultation; English writing skills; and objective assessment of reading, language arts, and mathematics.
(2) District must establish standards for determining when the student is no longer LEP and base standards on an empirically established range of performance in basic skills of nonminority English-proficient students of the same grade and age.
(3) District-specified procedures must include a responsible administrative mechanism, such as a language assessment team; provision for assessment, documentation, and record keeping provision for student follow-up; provision for notification of parents in advance of the reclassification review and of results; and reasonable efforts to ensure parent participation in the process.

Appendix D

SOLOM Teacher Observation

Student Oral Language Observation Matrix

Student's name _____ Grade _____ Signature _____

Language observed _____ Date _____

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary; comprehension quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself or herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself or herself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word order approximate that of a native speaker.

Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities.

The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

--Students scoring at level "1" in all categories can be said to have no proficiency in the language.

--Students scoring at level "4" or level "5" in all categories can be said to have fluent proficiency in the language.

Appendix E-1

Identification and Diagnostic Profile Format:

Sample Individual Student Language Profile—Elementary

Name: _____ Teacher: _____ Room: _____

School: _____ Year: ___ Grade level: _____ Age: _____

A. Home language use

1. _____ First language learned by student
2. _____ Language most frequently used by student at home
3. _____ Language most frequently used by parents with child
4. _____ Language most frequently used by adults at hom

B. Language proficiency test results

Instrument	Language	Date	Score	Classification

C. Observation of relative language usage

Observer(s): _____ Dates of observation: _____

Contents	Only English	Mostly English	Equal mixture	Mostly L_1	Only L_1
1. Informal, with peers (e.g., playground, cafeteria, bus line)					
2. Formal, with adults, (e.g., classroom, office, lab)					
3. Formal, with peers (e.g., classroom, lab, library)					
4. With bilinguals (e.g., students, teachers, secretaries)					

D. English tests:

Subject	Instrument	Pre/Post R.S.	%ile	G.E.	Date
Language					
Reading					
Writing					
Mathematics					

Other tests:

Subject	Instrument	Pre/Post R.S.	%ile	G.E.	Date
Language					
Reading					
Writing					
Mathematics					

E. Parent and student attitudes toward:

Observer: _____ Date: _____ Observer: _____ Date: _____

Parent(s)	+	ϕ	−
1. L_1 use outside school			
2. L_2 use outside school			
3. L_1 use in school			
4. L_2 use in school			
5. Bilingual education			

Student	+	ϕ	−
1. L_1 use outside school			
2. L_2 use outside school			
3. L_1 use in school			
4. L_2 use in school			
5. Bilingual education			

F. Student interview by: _____ Date: _____

Observations/reactions: _____

_____

G. Parent interview by: _____ Date: _____

Observations/reactions: _____

_____

H. Program placement and language of instruction by subject area: _____

_____

_____

Appendix E-2

Identification and Diagnostic Profile Format:

Sample Individual Student Language Profile Sheet—Secondary

Name: _____ Grade: _____

School: _____ Age: _____

A. Language Background

Home language use Date administered:

a. _____ First language learned by student

b. _____ Language most frequently used by student at home

c. _____ Language most frequently used by parents with child

d. _____ Language most frequently used by adults at home

B. Oral Language Proficiency

1. Teacher observation of relative language use (X or N/A)

Date	Teacher	Course	Inside class					
			Only English	Mostly English	Equal mix	Mostly L_1	Only L_1	Does not talk

Date	Teacher	Course	Outside class					
			Only English	Mostly English	Equal mix	Mostly L_1	Only L_1	Does not talk

Appendix E-2 (Continued)

2. Oral language proficiency test results

English:

Instrument	Date	Score	Classification

Other:

Instrument	Date	Score	Classification

3. Teacher observation of English language proficiency on the SOLOM (Score 1—5.)

Fall semester, 19___

Period	Teacher	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar

Spring semester, 19___

Period	Teacher	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar

Appendix E-2 (Continued)

C. Basic Skill Assessment

1. Norm-referenced test results

English:

Subject	Instrument	Pre/Post				
		R.S.	%ile	G.E.	Standard	Date
Reading						
Mathematics						
Language/ Writing						

Other:

Subject	Instrument	Pre/Post				
		R.S.	%ile	G.E.	Standard	Date
Reading						
Mathematics						
Language/ Writing						

2. Proficiency standards/assessments—district criterion-referenced test results

English:

Subject	Pre/Post			
	R.S.	%ile	Pass/Fail	Date
Reading				
Mathematics				
Writing				

Other:

Subject	Pre/Post			
	R.S.	%ile	Pass/Fail	Date
Reading				
Mathematics				
Writing				

3. Academic performance (Two previous semesters; complete the following or attach a photocopy.)

Semester: _____ Year: _____ Semester: _____ Year: _____

Per.	Subject	Languages of instruction	Grade		Per.	Subject	Languages of instruction	Grade	
			Qtr.	Sem.				Qtr.	Sem.
1					1				
2					2				
3					3				
4					4				
5					5				
6					6				

D. Current Program

Semester: _____ Year: _____ Semester: _____ Year: _____

Per.	Subject	Languages of instruction	Grade		Per.	Subject	Languages of instruction	Grade	
			Qtr.	Sem.				Qtr.	Sem.
1					1				
2					2				
3					3				
4					4				
5					5				
6					6				

Comments: _____

_____

E. Reclassification Status

Student has been referred for reclassification consideration. ☐ Yes ☐ No

If yes, give the date and outcome: Date: _____ Outcome: _____

_____

_____

Appendix F-1

Sample Elementary ILP Instructional Plan

ILP program type:

(a)___ (b)___ (c)___

Copies:
White—Teacher Yellow—Principal
Pink—Parent Green—District

Primary language (L_1) _____

Name _____

Language designated for basic skills _____

Age ____ Year _____ Grade _____

Principal teacher _____

School _____

Parent/pupil consultation documentation _____

Year on an ILP ___1st ___2nd ___3rd ___4th

_____

Language classification		
Skills	L_1	English
Aural		
Oral		
Reading		
Writing		

Subject area	Objective (what, by when, how measured)	Activities	Personnel (Bi-Mono)	Schedule	Materials	Language use (L_1-Bi-Eng.)
English as a second language						

Signature(s) of the certificated person(s) completing this form: _____

Appendix F-2

Sample Secondary ILP Instructional Plan

Copies:
White—Teacher Yellow—Principal
Pink—Parent Green—District

Name _____

Age ____ Year _____ Grade _____

School _____

Year on an ILP ___1st ___2nd ___3rd ___4th

Primary language (L_1) _____

Language designated for basic skills _____

Teachers: _____

Parent/pupil consultation documentation_____

_____

Language classification		
Skills	L_1	English
Aural		
Oral		
Reading		
Writing		

Subject area	Objective (what, by when, how measured)	Activities	Personnel (Bi-Mono)	Schedule	Materials	Language use (L_1-Bi-Eng.)
English as a second language						

Signature(s) of the certificated person(s) completing this form: _____

Appendix F-3

Group ILP Curriculum Format

Component/Instructional Area: *ESL/basic skills areas/subjects required for graduation*

Objective (by language)	Diagnosis and placement	Activities	Schedule	Personnel (by language)	Methods	Materials (by language)
Basic skills or subject-area components should include L_1 objectives for students more proficient in L_1 and for whom instruction is conducted in L_1. To the extent English is used in basic skills or content areas, an ESL objective regarding vocabulary, classroom phrases, or participation in English might also be included.	Mention diagnostic instruments or informal data and how primary language and English data are used for placement, designation of language of instruction, personnel assignments, materials used, evaluation of achievement, grouping practices or tracking practices, and so forth.	Teacher directed, student centered, independent activities, and so forth.	How long instruction takes place and when	Classroom teachers, resource teachers, lab specialists, aides, volunteers, cross-age or peer tutors, siblings, parents, relatives, neighbors at home, at school, and so forth.	ESL methodologies (grammar-based or communicative-based), reading methods (analytic or synthetic), language delivery approaches (monolingual, preview-review alternate approach), grouping practices (small, large, individual, cooperative learning strategies), and so forth.	Basal, supplementary audiovisual progams, games, and so forth.

Appendix G

Second Language Teaching Methodologies

Methods A and B can be described as primarily grammar-based approaches that promote the process of "learning," whereas methods C and D are more communicative/functional approaches that promote the process of "acquisition" of language proficiency.

Although the following outline tends to characterize each methodology in the abstract as self-contained and independent of the others, these approaches are rarely implemented in their pure form. In practice, teachers often draw upon overlapping features of several methodologies and develop their own personalized and, to varying degrees, eclectic approach.

A. Audio-lingual

1. Lessons are usually introduced by a conversational dialogue that is expected to be memorized.
2. Linguistic structures are carefully ordered and presented one at a time in small, sequential steps in order to avoid errors.
3. Emphasis is on structured pattern drills in which language is manipulated. Quick responses are elicited, and correct responses are positively reinforced.
4. Grammar is taught inductively with little or no formal explanation.
5. The "natural order" of acquisition of language skills (listening, speaking, reading, writing) is followed.
6. Vocabulary is limited, and its usage is highly controlled.
7. Much attention is given to achieving native-like pronunciation and intonation.
8. Since most errors are believed to be caused by interference from the native language, contrastive analysis is used it identify teaching points.
9. The use of the native language is avoided.
10. Language is seen as habit formation. Habits must be overlearned in order to ensure automatic response (stimulus/response).
11. Grammar is based on descriptive linguistic analysis (what the native speaker says, surface structure).
12. Listening and speaking (primary skills) precede and prepare students for reading and writing (secondary skills).

B. Cognitive code

1. Language is viewed as rule-governed behavior and as a creative process.
2. Grammar is taught deductively.
3. Grammar is based on transformational-generative grammar (what the native speaker knows, deep structure).
4. The native language and translation are used in order to conceptualize the second language.
5. Errors are a natural part of the language acquisition process and are analyzed to determine their source. Appropriate remediation follows.
6. Structural pattern drills are used, but all drills must be meaningful. Very little repetition occurs.
7. Students should always understand what they are saying and what they are to do. Materials stress communication and content.
8. Pronunciation exercises are not emphasized; native-like pronunciation is not possible for most students, nor is it seen as necessary.
9. Reading and writing are not secondary to speaking and listening. Written and oral language is used concurrently.

Appendix G (Continued)

C. Direct method

1. Lessons begin with an enacted story, anecdote, or conversational dialogue.
2. Materials are presented orally with actions and visual aids.
3. No use of the mother tongue is allowed.
4. Question-answer is the most prevalent type of exercise.
5. Grammar is taught inductively.
6. Only meaningful exercises are used with no artificial language manipulation.
7. Material is not highly linguistically controlled or sequenced.
8. Lessons often center on survival language needed for specific situations.

D. Natural language acquisition method

1. Situations or lessons are characterized by:
   a. High percentage of "comprehensible input"
   b. Functional or simulated real-life circumstances
   c. Students communicating about personal interests, desires, and needs
   d. A low-anxiety context for students
2. Students are grouped by L_2 comprehension levels.
3. Speech is the product of "opportunity" plus "needs" and is allowed to emerge naturally in progressively longer and more complex utterances.
4. The teacher's role is to provide for students opportunities to "acquire" functional communicative skills as opposed to "teaching" them to "learn" specific language forms in a structurally sequenced continuum of skills (i.e., teaching/learning versus functioning/acquiring).
5. The primary goal is the development of comprehension skills and the communication of messages rather than the mastery of language forms or structures per se.
6. No restriction is placed on student use of L_1 during lessons, especially during initial stages.
7. Overt correction of structural errors is believed to have minimal positive impact on language acquisition and is, therefore, avoided. Errors are considered to be developmental and self-corrected by students as a result of more comprehensible input.
8. Input is made comprehensible via context (e.g., situational, grammatical, visual, kinesthetic, tactile, and so forth).
9. The early and extensive development of a large passive vocabulary and comprehension skills is seen as a prerequisite for taking advantage of more comprehensible input outside the second language classroom and as a prelude to the eventual acquisition of native-like language forms and structures.

Appendix H

Effective Second Language Lesson Characteristics

1. Focus mainly on communicative rather than on language forms.
   a. Forms are never used without recourse to their meaning being reinforced through movement, context, concrete referents, or occasional translations.
   b. Exercises and activities are related to real-life communicative needs and situations.
   c. Exercises are personalized to meet the needs, interests, and desires of the students.
2. Use concrete contextual referents.
   a. Body language, actions, pantomime, and so forth
   b. Pictures, objects, symbols, and so forth
   c. Situational contexts, grammatical contexts, synonyms, antonyms, and so forth
3. Do not restrict L_1 use by L_2 students.
   a. L_1 use is neither encouraged nor discouraged in initial phases.
   b. Focus is to be maintained on L_2. Student responses in L_1 are permitted, especially in early stages.
   c. L_1 is used sparingly, if at all, by instructor for efficiency.
4. Group students so that all participants receive comprehensible L_2 input.
   a. Students are grouped by L_2 proficiency.
   b. All students in a group appear to understand L_2 material to approximately the same degree.
   c. L_2 input appears to be substantially comprehensible (70---80 percent) to the students in a given group.
   d. In teacher-directed activities, native speakers and L_2 acquirers are not mixed.
5. Do not correct language form errors.
   a. Teacher does not spend time pointing out errors and drilling error corrections in pronunciations, use of tenses or endings, word order, and so forth.
   b. Teacher models the correct form after student response while maintaining focus on content:

      Teacher: And what did *she* do?
      Student: She help him washed the car.
      Teacher: Good. She helped him wash the car.
6. Create motivational situations.
   a. Language situations and forms are always drawn from students' current needs, desires, and interests.
   b. Language is practiced in the context of real or simulated real-life situations.
   c. Lessons incorporate real needs to communicate information, feelings, desires, opinions, and so forth.
7. At the production stage, promote teacher/student and student/student interactions.
   a. Interactions are characterized by clarification, comprehension, and confirmation checks.
   b. Teacher uses frequent "who, where, why, when, what" questions.
   c. Conversation in class is interdependent, with both parties contributing substantive information during conversation.
   d. Teacher personalizes the language.
   e. Teacher provides expansions, restatements, and explanations.

Appendix I

English Language Proficiency

Certain misconceptions about English language proficiency and its relation to the academic achievement of language minority children are the bases for many current program goals, planning decisions, student placement in regular or special education programs, and judgments on the quality of programs and LEP student progress. In an effort to clarify the critical dimensions of language proficiency as they relate to the academic achievement of language minority students, James Cummins of Canada has developed a state-of-the-art definition of language proficiency based on international research on the schooling of bilingual children. For simplification it is sometimes useful to think of English language proficiency in terms of at least two general dimensions, "conversational English" and "academic English."

"Conversational English" proficiency is that which is well-developed by all normal native speakers by the time they reach school. It is the kind of English which we all use informally for normal interpersonal relations, usually in face-to-face, concrete, real-life contexts, and which is usually cognitively undemanding. This is the kind of language skill children need to talk with teachers, other adults, and classmates on a daily basis in informal situations, such as in class, at home, on the playground, and between classes. This type of proficiency is that which is tested on the state-authorized identification instruments, such as the *BSM, LAS*, or *IPT*, and that which is taught in many beginning ESL programs.

Teachers and administrators have often used informal and formal assessments of "conversational English" as a basis for trying to predict academic success, as a measure of student progress in bilingual or ESL programs, and as a primary basis for making reclassification decisions. Unfortunately, this type of proficiency is only weakly correlated with academic achievement. Although LEP children usually develop native-like "conversational English" proficiency after two or three years of schooling and appear to understand and speak English about as well as their native English-speaking classmates, they go on to perform much below grade level year after year. In fact, children who have developed this somewhat obvious or superficial language proficiency but still do not achieve in school may often be referred for testing as learning handicapped or communicatively handicapped. Although most of these children are normal, their problem lies in their not receiving instruction which would develop the kind of language proficiency, either in their primary language or English, which would allow them to develop the cognitive-academic language proficiencies required to excel in school.

The kind of English proficiency which does relate with school achievement can be referred to as "academic English." This is the kind of language skill required for literacy skills, such as decoding, reading comprehension, derivation of meaning from context, study skills, writing mechanics, writing proficiency, vocabulary development, and so forth. This language proficiency is also required to function at the higher levels of Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. It is more cognitively demanding in its content than in the more face-to-face "conversational English," in which meaning can be more easily negotiated and clarified through dialogue and concrete referents.

This kind of proficiency is most often measured on norm-referenced or criterion-referenced tests of language, reading, writing, and even mathematics, especially in the areas of mathematical concepts and applications. It is a good predictor of future academic success in English for reclassification purposes. Levels of this proficiency in the primary language correlate highly with similar levels developed in English by language minority students. That is, children who develop high levels of academic skills in their primary language frequently achieve similar levels in English. Although this type of language proficiency may be developed directly in English, it is usually more efficient and effective to promote this kind of academic language proficiency in the minority child's primary language for eventual transfer to English upon reclassification.

Because AB 507/80 and most school programs stress English proficiency as the primary instructional goal of LEP children, educators must keep in mind these two kinds of language proficiency as they evaluate program goals, instructional objectives, teaching methods, assessments of student progress, and issues related to reclassification. School programs designed just to develop English proficiency ("conversational English") will probably accomplish less than half of the real job of the school. Academic achievement will not be realized unless the program also addresses the student's need for high levels of cognitive-academic language proficiency, through the primary language for eventual transfer to English and through English to the degree the student understands "academic English." Continuing to focus exclusively on the dimension of "conversational English" proficiency will only serve to prepetuate the below-average educational results which are traditional for a large proportion of our language minority students.

Appendix J

Sample Parent Withdrawal Form

(English Version)

To the Administrator:

On the basis of a legal opinion rendered by the State Attorney General, the policy of the State Department of Education is to recognize parents' rights to withdraw their children from an (a), (b), (c), (d), (e), or (f) bilingual program as defined in *Education Code* Section 52163.

LEP students withdrawn from an (a), (b), (c), or (d) program must be offered an individual learning program (ILP), options (e) or (f). Parents also have the option of withdrawing their child from an ILP. If a student is withdrawn from an ILP, federal guidelines must then be followed in providing a comprehensible educational program for the LEP student which is based on the student's unique strengths, needs, and interests and which provides for the student equal educational opportunities for normal academic progress.

A. Withdrawal from an (a), (b), or (d) bilingual program:

The goals, objectives, and activities of the (a), (b), (c), or (d) bilingual program in which my child is currently enrolled have been thoroughly and clearly explained to me in nontechnical language. I wish to withdraw my child from such a program, as defined in the Education Code, *Chapter 1339, for the current school year.*

Parent's or guardian's signature _____ Date _____

Administrator's or designee's signature _____ Date _____

B. Withdrawal from an (e) or (f) individual learning program:

The goals, objectives, and activities of an individual learning program have been thoroughly and clearly explained to me in nontechnical language. I wish to withdraw my child from such a program, as defined in the Education Code, *Chapter 1339, for the current school year.*

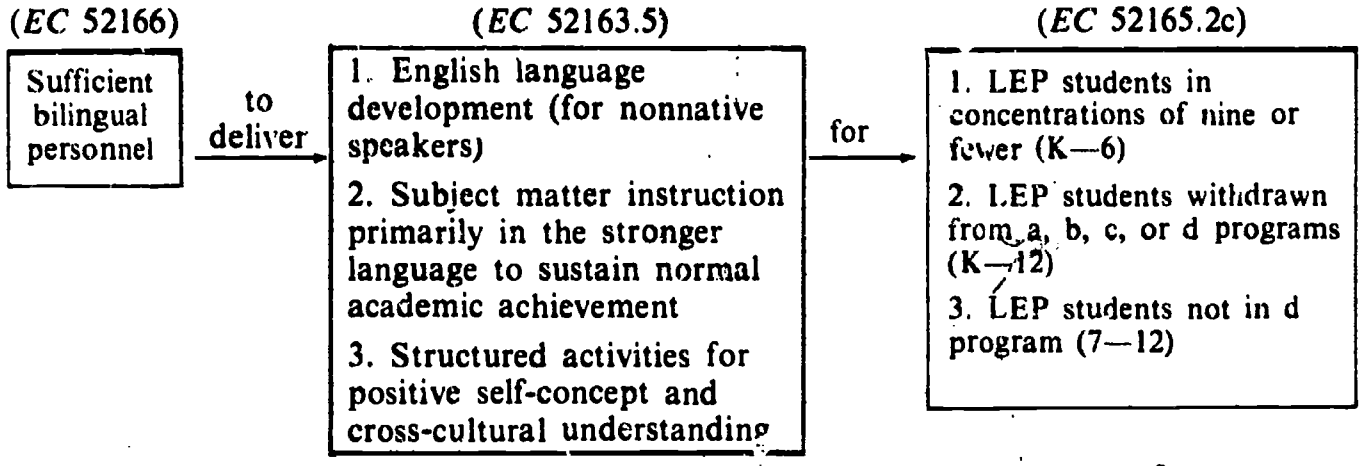
Parent's or guardian's signature _____ Date _____

Administrator's or designee's signature _____ Date _____

Appendix K

Guidelines for Determining Sufficient Bilingual Staff for ILPs

The law requires that districts provide sufficient bilingual staff to provide an appropriate program for ILP students:



Tests for Sufficiency of Bilingual Staff

1. If the district documents that normal academic progress is being sustained in L_1, in English, or both, the assumption is that there is sufficient bilingual staff for an appropriate program.
2. If the district fails to satisfy test 1, then an appropriate program must be prepared for each ILP student (*EC* 52163.5) based on the student's diagnosed language strengths (*EC* 52164.1c). This should include 10—15 hours each week of L_1 instruction for L_1 dominant students, and L_1 instruction as needed to sustain academic achievement for students more proficient in English.
*3. If the district fails to satisfy tests 1 and 2, then the following bilingual staffing guidelines are provided:

Number of LEP students with same L_1	Bilingual staff guidelines
(a) 1–9	Bilingual or at least L_1 competent adults from the community and neighboring universities, parents, older siblings, or relatives, and peer and cross-age tutors (at school, at home, or both)
(b) 10—20	At least three bilingual aide hours plus any or all of (a)
(c) 21—44	At least one certificated bilingual cross-cultural teacher invoived some way in the planning, implementing, monitoring, or evaluation of the ILPs, six bilingual aide hours and any or all of (a)
(d) 45+ or major fraction	At least one bilingual teacher as in (c), 12 bilingual aide hours, and any or all of (a)

4. If the district fails tests 1, 2, and 3, documentation of efforts to acquire sufficient and appropriate bilingual staff as well as a plan to continue recruitment and provide interim services should be on file and operative.

*This applies mainly to L_1 dominant ILP students in the concentrations indicated. English dominant ILP students are also required to receive L_1 instruction as necessary to facilitate comprehension, but they may require less bilingual staff than the minimums proposed here. Also, the law does not specify that these staff necessarily be employees of the district or that all services be conduc ed at the school site or during sch ol hours.

Publications Available from the Department of Education

This publication is one of approximately 500 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Budget (1983)	$3.00
American Indian Education Handbook (1982)	3.50
Apprenticeship and the Blue Collar System: Putting Women on the Right Track (1982)	10.00
Arts for the Gifted and Talented, Grades 1–6 (1981)	2.75
Arts for the Handicapped Trainer's Manual (1982)	6.50
Basic Principles for the Education of Language-Minority Students: An Overview	2.00
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
California Private School Directory	9.00
California Public School Directory	12.50
Career/Vocational Assessment of Secondary Students with Exceptional Needs (1983)	4.00
Child Development Program Guidelines (1983)	3.75
College Core Curriculum: University and College Opportunities Program Guide (1983)	2.25
Computer Literacy of California's Sixth and Twelfth Grade Students (1984)	1.50
Curriculum Design for Parenthood Education (1982)	4.00
Guide for Vision Screening in California Public Schools (1984)	2.50
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1983)	1.50
Handbook for Planning an Effective Writing Program (1983)	2.50
Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
History–Social Science Framework for California Public Schools (1981)	2.25
Improving the Attractiveness of the K–12 Teaching Profession in California (1983)	3.25
Improving the Human Environment of Schools: Facilitation (1984)	5.50
Improving the Human Environment of Schools: Problems and Strategies (1979)	2.50
Improving Writing in California Schools: Problems and Solutions (1983)	2.00
Instructional Materials Approved for Legal Compliance (1984)	6.00
Literature and Story Writing: A Guide for Teaching Gifted and Talented Children (1981)	2.75
Making Mealtime a Happy Time for Preschoolers (1983)	7.50 10
Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
Martin Luther King, Jr., 1929—1968 (1983)	3.25
Mathematics Framework and Addendum for California Public Schools (1984)	2.00
Physical Performance Test for California, 1982 Edition (1984)	1.50
Planning Vocational Home Economics Programs for Secondary Schools (1983)	2.75
Preparing Food for Preschoolers (1983)	7.50 10
Preschool Program Guidelines (1983	2.70
Raising Expectations: Model Graduation Requirements (1983)	2.75
Reading Framework for California Public Schools (1980)	1.75
Resources in Health Career Programs for Teachers of Disadvantaged Students (1983)	6.00
School Attendance Improvement: A Blueprint for Action (1983)	2.75
Science Education for the 1980s (1982)	2.00
Science Framework for California Public Schools (1978)	1.65
Science Framework Addendum (1984)	3.00
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A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above.

A list of approximately 100 diskettes and accompanying manuals, available to member districts of the California Computing Consortium, may also be obtained by writing to the same address.

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