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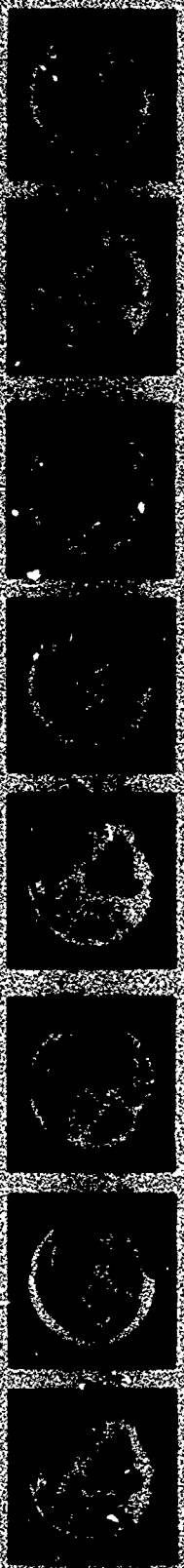
ABSTRACT

Pennsylvania's guide to help school districts develop programs for limited English proficient (LEP) students outlines considerations in using two different approaches, bilingual education and English as a second language (ESL) instruction, at the elementary and secondary levels. The issues addressed include appropriate instructional methods, language of instruction, instructional materials, curriculum design, student evaluation, staffing, and transition to the regular classroom. Appended materials include a Philadelphia School District sample ESL schedule, a Lancaster School District skills checklist, a Harrisburg School District extended summer ESL program description, and readings on mainstreaming LEP students, implementing content-based English instruction, school district responses to the fluctuating LEP populations, second language instruction, secondary education for minority language students. Fourteen resources are listed. (MSE)



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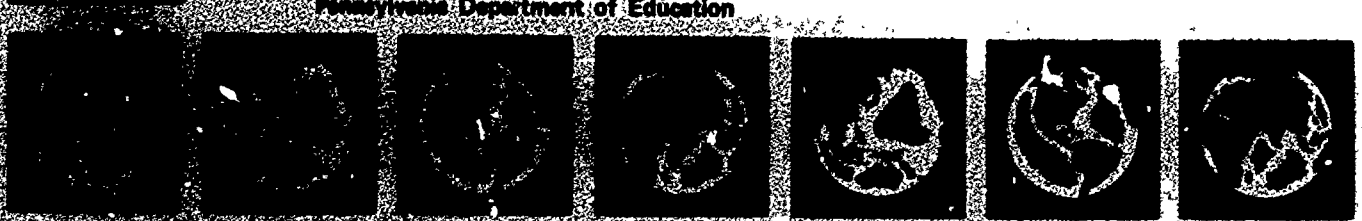
Curriculum and Instruction

Pennsylvania Department of Education



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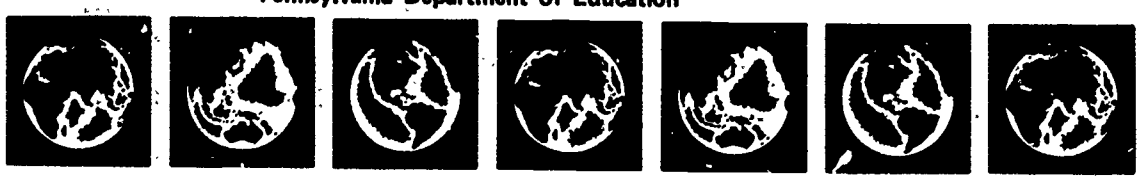

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FORWARD

This is the third in a series of handbooks developed by the Committee to Review Programs for Limited English Proficient Students to assist school districts to better meet the needs of their LEP students. Additonal copies of this handbook, as well as two previous handbooks, "Initial Assessment and Placement" and "Supportive Services", are available from the Pennsylvania Department of Education.

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CONSIDERATIONS FOR ALL SCHOOL DISTRICTS AS THEY PLAN FOR EDUCATING STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Introduction

This handbook presents two alternative approaches for providing instruction to learners for whom English is not a first language--bilingual education and English-as-a-second language (ESL) instruction.

Bilingual education is that method of instruction in which students learn content in the native language until such time as they become sufficiently fluent in English to function successfully in the mainstream curriculum. Included in this program are not only content classes in the native language, but also daily instruction in ESL. Bilingual education classes seem best suited to districts with large populations of limited English proficient (LEP) students who share the same language.

English-as-a-second language instruction is that method of instruction in which LEP students are placed in the mainstream curriculum and also receive one or more periods of ESL a day beginning with oral/aural skills at the basic level, introducing reading/writing skills in the intermediate level and emphasizing all the skills necessary for comprehension in the advanced level. Although ESL is an integral part of bilingual instruction it seems to be best suited for school districts with either few limited English speakers, or many limited English speakers who speak many different languages.

The Committee to Review Programs for Limited English Proficient students divided itself into four groups, each of which worked on either the elementary or secondary level of instruction of either the bilingual or ESL program. Specifically, the four groups were:

Elementary Bilingual Education

Secondary Bilingual Education

Elementary ESL Instruction

Secondary ESL Instruction

The groups were asked to respond to the following questions:

1. What are the most effective methods and materials to be used in educating limited English proficient (LEP) students?
2. What is the most appropriate curriculum to be used in educating LEP students?
3. What are the most effective ways of evaluating the performance of LEP students?
4. How should the programs be staffed?
5. What steps should be followed in affecting the most successful transition from the Bilingual/ESL programs into the regular classroom?

The answers of each group to these questions are presented in this handbook as separate chapters. The reader will note, however, that some of the suggestions appear in more than one chapter.

There is a wide variety of LEP populations in school districts across the Commonwealth. This handbook has been prepared in the expectation that it will assist school districts in determining the method of instruction best suited to their particular LEP population. Further guidance may be obtained from Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Limited English Proficient Children.

Elementary Bilingual

1. What are the most effective methods and materials to be used in educating limited English proficient (LEP) students?

Methods

A. Initially students should be taught in their native language in major subject areas including science, social studies, and mathematics. This allows the student to continue concept development while learning English.

B. In learning the English language, the student should be taught using an ESL approach. This is done by using listening/understanding and speaking skills prior to the in-depth development of reading and writing skills. Basal texts do not lend themselves to this approach.

C. Limited English proficient pupils should not be placed in a regular classroom until they can demonstrate success or competency in speaking, reading, and writing English. This can be determined in various ways prior to the actual transition. Ideally, children should not be grouped into an age span of greater than three years, nor should siblings be together or serve as peer tutors for another sibling.

Materials

Districts should employ the following criteria in selecting materials for the bilingual classroom:

1. Languages should be kept separate. Code switching is discouraged. Materials that have alternating pages or lines of different language should be rejected.

2. Materials should be geared to the age and interest of the child.

3. Material should reflect the culture of the child and should be free of sexual bias.

4. No single publication should be employed as the sole text.

2. What is the most appropriate curriculum to use in educating LEP students?

The most appropriate curriculum to use in educating LEP students is the curriculum that encompasses the skills and knowledge appropriate to the grade and ability of the student and is compatible with the district planned curriculum. (See Guidelines)

3. What are the most effective ways to evaluate student performance?

A. In the content areas, the students should be evaluated in a group setting in the language in which they are being taught by a teacher who is knowledgeable of the child's native language.

B. In the ESL component of the bilingual program, the student should be evaluated in the skills of language comprehension. The oral competency of the student should be evaluated on an individual basis by the teacher or by knowledgeable, competent staff members with the appropriate training. The other ESL skills can be evaluated in a group setting.

4. How should program be staffed?

A. Bilingual teachers should be certified in elementary education and should be bilingual, preferably bicultural, and sensitive to other cultures. (See Certification Staffing and Policy Guidelines of the Pennsylvania Department of Education)

B. Bilingual teachers should be assisted by bilingual aides who can provide individualized instructional support when necessary.

5. What are the most appropriate steps to be followed to affect transition from the Bilingual/ESL program into the regular classroom?

A. For placement in the mainstream, the student's own progress should determine the appropriate time. There should be no prescribed length of time for a student to participate in a bilingual program.

B. Since the bilingual curriculum is compatible with the mainstream curriculum, the transition to the regular program should not create a problem.

C. Placement in the English only classroom should take place at the end of the school year and only when the student is able to function successfully in English only classes as determined by a thorough evaluation of language skills.

Secondary Bilingual

1. What are the most effective methods and materials to be used in educating limited English proficient (LEP) students?

Methods

A. Initially students should be grouped according to levels of language proficiency and levels of ability in their native language.

B. The language of instruction should be determined by the level of proficiency of the students in either language.

C. Teachers should be encouraged to use techniques in the classroom that facilitate group discussions, utilize the student's English language skills, and facilitate creative thinking.

D. There should be some provision for individualized instruction as part of the regular instructional program. This could be done through learning centers. A variety of materials, visuals, textbooks, and workbooks should be available for the students to use either in groups or independently in teacher directed activities. Learning packets should be available for individuals working independently.

Realia and experiential learning should be used to provide the students with real life activities that foster the development of functional skills in the English Language.

E. Students should be able to give written and oral reports in English on topics assigned by the teacher or on topics which they select.

F. Students should be encouraged to use the library and other sources of information regularly to develop research skills. This implies that the library will have appropriate native language reference materials.

G. Items A, B and C from Elementary Bilingual methods apply here also.

Materials

Districts should employ the following criteria in selecting materials for the bilingual classroom:

A. Languages should be kept separate.

B. Materials should be appropriate for individualized instruction.

C. Materials should be culturally relevant and free of sexual bias.

D. Materials should be easily adapted to the curriculum of the school.

E. Materials should be of high interest level.

F. No single publication should be employed as the sole text.

2. What is the most appropriate curriculum to use in educating LEP students?

A. The curriculum should be the same used by all students in the district. It should be adapted to the needs of the students and be taught in the language selected for instruction. Textbooks and other instructional materials should be carefully selected in terms of adaptability to curriculum and relevancy. The textbooks should be parallel versions, written in English and in the student's native language if possible.

B. Students should have intensive ESL appropriate to level. (See Guidelines)

C. Careful assessment should be made to determine students' level of achievement in English.

D. Curriculum for students should include science, social studies, physical education, art and music in the dominant language. Math

and an elective foreign language should be taught in the regular classroom. There should be additional periods of ESL. Planned courses must be approved by the local school board in order for students to receive appropriate credit for graduation.

3. What are the most effective ways to evaluate student performance?

A. Testing material should be based on curriculum and should take into account the language of instruction. For example, students being taught in mother tongue should be tested in that language.

B. Teacher made instruments are an effective way of evaluating students, since individualized instruction is highly encouraged.

C. Another way to evaluate students is through teacher judgement based on observation of student's performance in the classroom, for example, participation in class activities, study habits, behavior and attitudes.

D. Refer to previous handbook "Initial Assessment and Placement".

E. See also elementary bilingual assessment section of this handbook.

4. How should program be staffed?

Program should be staffed with duly certified teachers in each one of the areas of the curriculum. Teachers should be fully bilingual in English and the mother tongue of the students. Specialists in the district should be part of the program and school districts should try to involve volunteers, parents, and other community members as aides, resources, etc.

5. What are the most appropriate steps to be followed to affect transition from the Bilingual/ESL program into the regular classroom?

A. Students must be identified and screened to determine level of proficiency and levels of ability.

B. Students should be assigned to ESL classes by level of native language proficiency and age, whenever possible.

C. Students should be taught in their dominant language until they achieve a certain level of proficiency in English.

D. Partial transition should begin by the intermediate level of proficiency. Students at the advanced level should be receiving most of their subject matter instruction in English with some support in their home language when needed for understanding difficult concepts.

E. The student's bilingual teacher should initiate the transition with the help of classroom teachers, counselors, and other appropriate staff. The regular classroom teacher should continue the transition with assistance from other staff as needed. The administration should assist the regular classroom teacher in understanding the vital role he/she has in continuing the students' educational growth.

F. Mainstreaming should take place at the end of the school year in which the child has been evaluated as being able to perform successfully in an all English classroom.

Elementary ESL

1. What are the most effective methods and materials to be used in educating limited English proficient (LEP) students?

Methods

A. Group according to ability levels and, whenever possible, age. Never have more than a three-year age span in the same class.

B. Use ESL techniques to teach language acquisition skills.

C. Emphasize listening and oral skill development in earlier stages of instruction.

Materials

A. ESL teachers should develop instructional materials and modify existing materials for use with LEP students.

B. Visual materials should be used in developing language arts proficiency.

C. Commercially available texts and audio-visual material, appropriate for the level of instruction, may also be used.

2. What is the most appropriate curriculum to use in educating LEP students?

The most appropriate curriculum to use in educating LEP students is the curriculum that encompasses the skills and knowledge appropriate to the grade and ability of the student and is compatible with the district planned curriculum.

3. What are the most effective ways to evaluate student performance?

A. There should be both pre-tests and post tests in the dominant language of the student and in the language in which the subject is taught.

B. Teacher observations are a key element. These should include evaluation of adaptive behavior, both academic and social.

4. How should program be staffed?

A. Teachers should have appropriate certification.

B. Teachers should have the knowledge, abilities, skills, experience and sensitivity to provide educational programs which address the special cultural, academic, and language needs of LEP students.

C. Support staff should be aware of, and sensitive to, the special needs of LEP students.

D. The size of the LEP population will determine the need for appropriately prepared aides and school-community liaison persons.

E. Districts with larger LEP populations may require a coordinator to ensure program coordination and continuity. In all cases, a staff member should be responsible for assuring that LEP students have appropriate programs.

5. What are the most appropriate steps to be followed to affect transition from the Bilingual/ESL program into the regular classroom?

A. The ESL teacher, in conjunction with regular classroom teacher, should determine when and to what extent an LEP student should be mainstreamed.

B. It is important to have periodic reviews by the ESL teacher and the regular classroom teacher regarding performance of mainstreamed LEP student.

C. The classroom teacher should be aware of, and sensitive to, the needs of LEP students. The classroom teacher should also be familiar with

instructional methods to improve student performance, both academic and social.

D. Refer to pp. 35 and 36 in "Suggested Procedures for Meeting Needs of Limited English Proficient Students - Initial Assessment and Placement."

Secondary ESL

1. What are the most effective methods and materials to be used in educating limited English proficient (LEP) students?

Methods

A. The most effective methods should be determined by the teacher. Each teacher has a certain style and/or method that "works best" for him/her. That style is what should be used. Student involvement is essential. Usually, the more actively involved the students are, the more successful they will be.

B. Group participation is also deemed important. Often the group participation process and analysis are foreign to other cultures, and must be taught to LEP students in order to prepare them to function successfully in our society.

C. Regardless of selected approach there should be a variety of methods. The student population changes each year and so should the instruction. A seasoned teacher knows to utilize "whatever works well" with a particular student population.

D. Beyond pedagogic methods contained within the classroom, an effective program is one that exhibits communication with other members of the faculty. Teachers should be communicating formally and informally

with guidance counselors, guidance counselors with teachers, and both groups with parents. This interaction begins when LEP students enroll and should continue throughout their schooling. For example, upon enrollment, the administrator or guidance counselor should visit the teachers involved and brief them on each new student.

Materials

These should be:

A. Appropriate for individualized instruction.

B. Culturally relevant and free of sexual bias.

C. Easily adapted to the curriculum of the school.

D. Of high interest level.

E. Designed to foster creative thinking.

2. What is the most appropriate curriculum to use in educating LEP students?

The most appropriate curriculum to use in educating LEP students is the curriculum that encompasses the skills and knowledge appropriate to the grade and ability of the student and is compatible with the district planned curriculum.

3. What are the most effective ways to evaluate student performance?

A. There are some school districts that initially use a pass/fail evaluation. They believe that it instills the importance of learning English, and that it presents a positive entry into this country.

B. Other districts use the standardized grading system as accepted by the school district for all students. They believe that students have been accustomed to grades in other countries and that LEP students need a progress/advance path.

4. How should program be staffed?

A. Teachers should have appropriate subject matter certification.

B. The ESL teacher should have a major in ESL or in a foreign language with coursework in ESL. The aides or liaisons should be bilingual.

C. Ideally, all support staff should be bilingual. Beyond bilingual qualifications, an effective worker with LEP students is one who is sensitive to the culture and to the needs of LEP students. If the guidance counselor has any of the above credentials, it is most helpful.

5. What are the most appropriate steps to be followed to effect transition from the Bilingual/ESL program into the regular classroom?

Students should be mainstreamed according to their individual need and strength. Perhaps it is best accomplished on a part-time basis, with consideration to attending one class at a time. School districts should use a team approach in making this decision. Auditing classes is an option which allows a poor performance to be removed or never recorded on the student's transcript. Once mainstreamed, the key for success is to keep communication open between the ESL teacher, regular teachers, and the guidance counselor.

APPENDIX

APPENDIX

A. Sample schedules, Philadelphia School District

B. Skills checklist, Lancaster School District

C. Extended ESL Program for Summer, Harrisburg School District

D. "Approaches for the Mainstream classroom: LEP and English Proficient Students Learning Together"

E. "Guidelines for Implementing Content-Based English Language Development"

F. "A Functional Approach to Mainstreaming Limited English Proficient Students"

G. "Complementary ESL/Mainstream Instructional Features for Teaching English to Limited English Proficient Students"

H. "Scattered, Diverse, and Fluctuating Minority Language Populations: School District Responses"

I. "Second Language Teaching"

J. "Secondary Education for Minority Language"

K. Additional Resources

SAMPLE HALF DAY ESOL CLASS - WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 - 9:30	ESOL	Warm-up activities Pattern drills for entire class Division into groups according to level (low beginners language, middle beginners - Teacher will rotate working with each group while the other group (groups) work on teacher directed activities at the centers.			
9:30 - 10:15	ESOL				
10:15 - 10:30	Recess				
10:30 - 11:15	Math Math and Cultural Activities should be expansions of second language development.	Cultural Activities	Math	Math	Enrichment
11:15 - 12:00	Prep Time				
12:45 - 1:30	Same As 8:45 - 9:30				
1:30 - 2:15	Same as 9:30 - 10:15				
2:15 - 3:00	Same as 10:30 - 11:15				

EXCERPTED from "A HANDBOOK for ESOL TEACHERS at ALL LEVELS of INSTRUCTION," SCHOOL DISTRICT OF PHILADELPHIA

VIII. Scheduling for Half Day ESOL Classes

The ESOL teacher who has the students for half a day is required to cover the following curriculum:

A. M.	P. M.
ESOL	ESOL
Cultural Activities	Cultural Activities
Math	Math
Enrichment	Enrichment

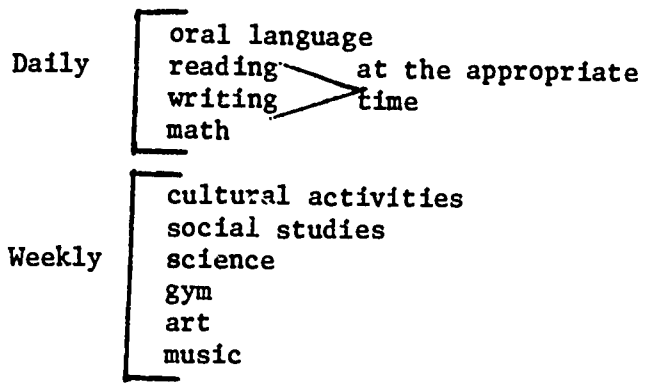
The following is a sample of a weekly schedule which should be adapted to the needs of the specific classroom after discussion with the ESOL supervisor. Depending on the number of students within the various levels (beginning, intermediate, advanced), the teacher may have one beginning group in the morning and one intermediate or advanced group in the afternoon.

SAMPLE ALL DAY ESOL CLASS - WEEKLY SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:45 - 9:30	OPENING ACTIVITIES - Weather, calendar, conversation (8:45-9:00) ORAL LANGUAGE AS PLANNED FOR THE ENTIRE CLASS (9:00-9:30)				
9:30 - 10:15	GROUP ASSIGNMENTS - Teacher will work with one group on oral language or reading and writing activities. Other groups will be directed to specific centers for activities which the teacher has planned according to the needs of the group.				
10:15 10:30	Recess →				
10:30 - 11:15	Gym (Prep Time)	(Prep Time)	(Prep Time)	(Prep Time)	(Prep Time)
11:15 - 12:00	Math Activities - By group if the teacher has many levels or by class. Math activity center should also be used during this time.				
12:00 - 12:45	Lunch →				
12:45 - 1:30	ESOL Language Activities - Classwork and group work. Reinforcement and expansion of morning's activities. Teacher will continue working with groups if necessary.				
1:30 - 2:15	Cultural Activities	Social Studies	Cultural Activities	Social Studies	Summary of the Cultural and Social Studies Activities
2:15 - 3:00	Enrichment Activities and Review of the day's work:		Literature Films Filmstrips Songs Games	*Enrichment Activities should use the language drills taught during the ESOL periods It should also be an evaluation of the day's activities.	
		Literature	Dramatization	Reinforcement of week's work	Evaluation of week's work

EXCERPTED from "A HANDBOOK for ESOL TEACHERS at ALL LEVELS of INSTRUCTION," SCHOOL DISTRICT of PHILADELPHIA

The ESOL teacher who has the students all day is required to cover all aspects of the school curriculum. The following must be incorporated into the school day.



Science, gym, art and music are taught by the specialist teachers, thereby providing the ESOL teacher with prep time. The following is a sample of a weekly schedule which should be adapted to the needs of the specific classroom after discussion with the ESOL supervisor.

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/E.S.L. PROGRAM

PUPIL NAME_____ SCHOOL_____ GRADE_____

SKILLS'CHECKLIST - BEGINNER LEVEL	INTRODUCED					MASTERED *			
SKILL	L	S	R	W		L	S	R	W
#1 : Greetings/Introductions/Polite Phrases									
#2 : Simple Statements & Questions with This/That									
#3 : Simple Statements & Questions with I, You, & It									
#4 : Adjective Placement									
#5 : Predicate Adverbs									
#6 : To Be, Present Tense, Singular									
#7 : Prepositional Phrases									
#8 . Plural Nouns & Subject Pronouns/To Be,Present Tense, Plural									
#9 : Possessive Nouns & Adjectives									
#10: Present Progressive Tense									
#11: Commands									
#12: Simple Present Tense & Object Pronouns									
#13: Simple Present Tense with Do & Don't									
#14: Simple Present Tense with Does & Doesn't									
#15: There is/There are & Number Words									
#16: Age									
#17: Irregular Past Tense									
#18: Regular Past Tense									
#19: Past Tense Questions & Negatives									
#20: Can/Can't									
#21: Future Substitute (going to + base form of verb)									
#22: Future Tense (will)									
SKILLS'CHECKLIST - DEPENDENT LEVEL									
SKILL									
#1 : Indirect Objects									
#2 : Some with count or mass nouns									

L - Listening S - Speaking R - Reading W - Writing

SKILL'S CHECKLIST - DEPENDENT LEVEL SKILL	INTRODUCED				MASTERED			
	L	S	R	W	L	S	R	W
#3 : Any in questions or with negatives								
#4 : A lot of/many/a few with count nouns								
#5 : One/None/Each								
#6 : All/Most								
#7 : Some/The rest								
#8 : A lot of/much/a little								
#9 : Question with how much								
#10: (Very) much with negatives								
#11: Compound sentences with and, but, or								
#12: Past Progressive Tense								
#13: -er comparatives								
#14: -est comparatives								
#15: Conditional Tense								
#16: If Clause followed by a command								
#17: As....As								
#18: Reflexive Pronouns								
#19: Comparative with more/less								
#20: Superlative with most/least								
#21: Good-Better-Best/Bad - Worse - Worst								
#22: Because								
#23: Infinitives in short answers to Why questions								
#24: Questions with Why								
#25: Too as in intensifier (negative connotation)								
#26: Someone, everyone, anyone, no one (-body,-thing)								
#27: Embedded clauses								
#28: Could as the Past Tense of Can								
#29: If clause followed by the Future								
#30: Just (now)								
#31: Another/The Other								
#32: Possessive Pronouns (emphatic)								

SKILL'S CHECKLIST - INTERMEDIATE LEVEL	INTRODUCED				MASTERED			
SKILL	L	S	R	W	L	S	R	W
#1 : Adverbs of Frequency								
#2 : Present Perfect - Irregulars								
#3 : Present Perfect Regulars								
#4 : So (that) As a Conjunction								
#5 : Indirect Discourse								
#6 : Should, ought to, must								
#7 : So + Adjectives/Adverb + (that)								
#8 : Gerunds								
#9 : Adverbial Clauses with before, as soon as, while, after, when, although, since								
#10: If contrary to fact								
#11: Past Perfect Tense								
#12: Comparison with Like/Different from								
#13: -ing Phrase used as an Adjective								
#14: Compounds with -ever								
#15: Passive Voice								
#16: Tag Questions-Positive Stem, Negative Tag, to be-present								
#17: Tag Questions - Positive Stem, Negative Tag, to be - past								
#18: Tag Questions - Positive Stem, Negative Tag, has, have, had, would								
#19: Tag Questions - Positive Stem - Negative Tag, Verbs other than modals								
#20: Apposition								
#21: Past Participle used as an Adjective								

ADDITIONAL NOTES OF STUDENT PROGRESS:

SKILL'S CHECKLIST - VOCABULARY

SKILL	INTRODUCED				MASTERED			
	L	S	R	W	L	S	R	W
#1 : Animals								
#2 : Classroom and School								
#3 : Clothing								
#4 : Colors and Shapes								
#5 : Days, Months, Seasons, Holidays								
#6 : Family								
#7 : Feelings, Emotions, Health								
#8 : Food								
#9 : Household								
#10: Math								
#11: Money								
#12: Nature (Science, Weather, Plants)								
#13: Neighborhood, Safety								
#14: Occupations								
#15: Parts of the Body								
#16: Sports, Games, Activities								
#17: Telling Time								
#18: Transportation								
#19: Two-Word Nouns								
#20: Two - Word Verbs								
#21: Vital Statistics, Personal Information								

ADDITIONAL NOTES OF STUDENT PROGRESS:

HARRISBURG SCHOOL DISTRICT

EXTENDED ESL PROGRAM FOR SUMMER

RATIONALE:

Due to the continued influx of Non English Dominant students into the District at all age levels it is proposed that an intensive English as a Second Language course be administered during the Summer. This program would be an extention of the regular school year to provide Non and Limited English proficient students the opportunity to experience an intensive learning program which would enable them to enter the mainstream classes.

OBJECTIVE:

The students would be offered the exposure to English to enable them to achieve near or complete English dominance to assist them in continuing their educational process at the level of their English dominant peers.

POPULATION:

All NED and LED students from grades 6 through 10 enrolled in the district are eligible to attend this course.

STAFF:

Three certified teachers will be utilized with aides provided by volunteers from the district employ or the community.

PROGRAM DESCRIPTION:

Each student will be administered the IDEAL Oral Language proficiency test (if not previously administered) upon arrival to the course.

The course would be a continuation of the regular school year and classes will be held at the William Penn Campus from 9 to 12 noon. The dates will be the same as the regular Summer school but will be of no cost to the students enrolled. Transportation will be provided when necessary.

Oral language experience will be stressed and reading will be treated as a complement to the language development. Along with the tactical classroom activities the students will be provided real life exposure to stores, banks, offices and other local sites for practice.

Materials selected will be varied to allow the students to comprehend educational terminology in the areas that the curriculum demands for their participation and achievement.

ACTIVITIES:

I. Students will be exposed to oral drills in full classroom, small group and individualized situations. These drills will include conversational items that will stress grammar, idioms, syntax and intonal patterns.

II. The following sesion would stress reading of topics including content areas and survival terminology.

III. Audio Visual activities will be utilized as reinforcement, enrichment and evaluation.

At all times is is expected that all staff and students stress the importance of conversational English and will be encouraged to participate.

MATERIALS:

IDEAL Oral Language Proficiency Test
English 900 Text and tapes (MacMillan)
Laubach Reading Series
Everyday English Series 2 through 5
Audio Visual materials including tapes, slides, film strips, etc
Reading materials and cards to induce oral participation
Programs from tapes for listening comprehension
Other materials developed and utilized at that discretion of the staff

EVALUATION:

Students will be pre-tested and post-tested to evaluate the progress of each student. Periodic activities will be utilized at the discretion of the staff for evaluative purposes. There will be no grading policy for this program. Students will be awarded a certificate of completion of the program if they have fulfilled all requirements designated by the staff.

EXTENDED SCHOOL PROGRAM FOR ESL STUDENTS

I give my permission for my child to attend the extended ESL program to be held at the William Penn Campus 3rd. and Division Streets.

The program will be held from June to July from 9AM to 12 Noon

Studen's Name_____Age___Grade___

Parent's Name_____

Address_____

Telephone_____

Emergency Telephone_____

Yo permito que mi hijo/a asiste al program continuado de ingles como idioma secundarion en la escuela William Penn, 3rd y Division del___de junio al ___de julio de las horas 9AM al mediodia (12)

Nombre de estudiante_____Edad___Grado___

Nombre de padre/s O gurdian_____

Direccion_____

Telefono_____

Telefono de emergencia_____

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

MEMO

May 31, 1985

To: Teacher Trainers, Title VII Program Directors

APPROACHES FOR THE MAINSTREAM CLASSROOM: LEP AND ENGLISH-PROFICIENT STUDENTS LEARNING TOGETHER

by Annalisa Allegro
National Clearinghouse for Bilingual Education

Teachers and administrators are often misled by the "visible" language proficiency of a bilingual student in the mainstream classroom and assume that the ability to communicate well in everyday situations denotes the ability to succeed in cognitive processes in the second language (Cummins 1980). Research indicates that while second language learners can attain proficiency in interpersonal communicative language skills within two years, attaining proficiency in cognitive/academic language skills requires from five to seven years (Cummins 1981).

The following question then arises: What methods or approaches can teachers use to develop cognitive/academic and content-specific, as well as interpersonal, English language skills in mainstreamed limited-English-proficient (LEP) students? Many of the methods found to be successful with bilingual students are already employed by classroom teachers with English-proficient children, and many techniques common to bilingual classrooms can be applied to mainstream classes. Used directly or with some modification, these strategies can be incorporated into daily lessons to strengthen the cognitive skills of both English-proficient and LEP students and can be adapted to both elementary and secondary level classrooms. The approaches and strategies suggested in this paper are by no means the only successful ones but are given as examples of approaches used in the field.

Classroom Approaches: Reading

Comprehensible Input PLUS the Language Experience Approach. Comprehensible Input PLUS the Language Experience Approach (CI+LEA) is a way of developing English reading skills by building and then applying the LEP student's oral skills in English. The LEA component of the approach was originally designed for teaching primary language reading to preliterate

students. In the LEA the teacher elicits the students' existing language about a particular classroom object, experience, or activity and writes the students' words verbatim on the blackboard. The students thus learn that writing is speech on paper and are not confused by words that are not part of their everyday vocabulary. A consideration in applying the LEA with LEP students is that the students' limited vocabularies and syntactical errors often make the resulting reading material unsatisfactory. The addition of comprehensible input (CI) and reinforcement components helps overcome this problem (Moustafa and Penrose 1985).

Comprehensible input refers to oral language that, when used in conjunction with visual, auditory, or tactile referents, can be understood and acquired (Krashen 1981, 1982). Teachers may point to objects or pictures while supplying vocabulary and syntax for the particular situation or interact with students through questions and answers. Since most learners need to hear an oral message many times before it can be acquired, the CI+LEA includes a reinforcement stage in which teachers return to the same vocabulary and phrases again and again until the students have internalized the structures. The teacher may want to reinforce the new vocabulary informally throughout the day in a variety of situations. Sufficient reinforcement is critical for the learner to commit the language to long-term memory (Moustafa and Penrose 1985).

In a modified LEA, key words, previously introduced as CI, are presented in written form. When students are able to match the written words to pictures, media, or actions, the teacher removes the visual clues and then works on written word recognition. After several instructional sessions, chart stories are constructed with guidance from the teacher in the form of questions. Student responses are written on a chart or strip of paper as the words are dictated, and the teacher and students then read the story in unison as the teacher points to each word. Finally, the students copy the story they have dictated. Follow-up instruction may include reading skills activities (e.g., inference, locating details, word attack exercises) or extensions of the chart story (e.g., spelling and punctuation lessons, sentence scrambling, cloze exercises). These activities can often take several lessons to complete.

Studies by Moustafa (1980-84) have shown that a child's oral English vocabulary level determines the child's ability to create particular grammatical structures. The mainstream teacher therefore needs to determine the LEP children's oral English vocabulary in order to effectively employ the CI+LEA. Ways of determining this level include: (1) reference to the students' exit test scores used for placement in the mainstream program; (2) informal reading inventories; or vocabulary tests (e.g., the Peabody Picture Vocabulary Test--PPVT). The studies indicate that the CI+LEA should be employed differently at each stage of English acquisition. For example, a more advanced vocabulary is necessary to work with structures common to math story problems than with simple present tense sentences (Moustafa and Penrose 1985).

The Comprehensible Input PLUS the Language Experience Approach is thus most appropriate for students with similar vocabulary levels, particularly because of the reinforcement component of the approach. Nevertheless, LEP students in mixed classes can profit from the LEA phase. Moreover, in beginning reading classes, the simple vocabulary elicited will often be known to the LEP students, enabling all students to profit from the activity.

Directed Reading-Thinking Activity. The Directed Reading-Thinking Activity (DRTA), widely used in classes for English-proficient students, has also been found to be effective for LEP students at the beginning reading levels (Arlington Public Schools 1981). The DRTA approach includes three steps: prediction, reading, and proof. Given the title of a story and some clues as to the contents, students are asked to predict what the story is about. The teacher allows the group to voice many views, and after reading a portion of the story silently or aloud, the students reflect on and review their first predictions. Some students may want to change their ideas based on facts revealed to them within the story. After reading the entire story, the students substantiate their predictions by reading orally that portion of the story which applies, listing the page number of the appropriate passage or answering in written form.

By supporting their opinion with passages from the story, the students are taught to read for meaning in context. When conducted in groups, both LEP and English-proficient students have many opportunities for interaction and discussion, thereby strengthening their logic and oral skills. Since the students for each group are generally chosen according to the students' reading proficiency, the DRTA is ideally suited for grouping LEP students with peers (both LEP and English-proficient) of a specific reading ability. Moreover, the DRTA can be useful in content areas when the text is written at the students' reading level.

Classroom Approaches: Writing

Guided Writing Procedure. The Guided Writing Procedure (GWP) is an instructional strategy originally designed to facilitate writing (Smith and Bean 1980) and has been revised by its authors for use in content areas to teach all four communication processes--listening, speaking, reading, and writing. In using oral language as a bridge to reading and writing, GWP encourages students to convey their ideas in written form while they are acquiring content area concepts. The steps in the GWP as outlined by Searfoss, Smith, and Bean (1981) are as follows:

Day 1: Oral Language and Prior Knowledge (speaking/listening/writing)

- Students brainstorm what they know about a topic, e.g., colonization, the seasons, magnetism.
- The teacher writes down verbatim all that is said by the students on a chart or the blackboard.
- Students' ideas are discussed and help is given to form a rough outline.
- Students write the first draft of a three- to five-sentence paragraph.
- The teacher analyzes the paragraphs based on the GWP checklist, which lists the following factors: organization of ideas--clear topic, supportive details or examples, logical flow; style--shows variety in..., word choice, sentence length; and mechanics--complete sentences, capitalization, punctuation, spelling. The checklist calls for quality ratings for each item (either "okay,"

"needs revision," or "can't tell") and comments for each section (Searfoss, Smith, and Bean 1981).

Day 2: Teaching Communication and Content (reading/listening/speaking/writing)

- Students edit first drafts in small groups or pairs according to the features of the GWP checklist and then write a second draft.
- The second draft is compared to the first, with only a written comment or two made at the bottom of the checklist by the teacher.
- Students read a text related to the topic. Graphic aids, study guides, and prereading questions may be helpful to students, especially when the material is at a higher reading level than the students can read independently.

Day 3: Integrating Communication and Content (speaking/listening/reading/writing)

- The class discusses the assigned reading text from the previous day.
- Students revise and expand the second draft based on new ideas acquired from reading by working in pairs or in small groups.
- The class analyzes the final draft according to a GWP checklist for day 3.

In dealing with classes that contain both LEP and English-proficient students, teachers may find that their more advanced students can produce longer compositions on the first day of the activity; that is, the students can work at their own level without detracting from the learning experience of their peers. In addition, teachers might want to be more critical with the GWP checklist for the English-proficient students and gear comments to reflect the differing needs of each student. Since pair or small group work is a part of the GWP, teachers have the option of grouping LEP students either with students of similar ability or with more advanced students, depending on which approach is most effective for the particular text. On day 2 of the activity, the teacher might also allow the more advanced students to read the related text aloud to the others. As an added advantage, the GWP can be used from the elementary through the high school levels.

Student Grouping

Pairing Mode. A variation of peer teaching, the pairing or one-to-one mode has been particularly successful in teaching LEP students (Gutiérrez 1978). In the pairing mode, two students work on an instructional objective together--an English-proficient student with a LEP student or an older student with a younger student. In either case, one member of the pair has a basic competency in the assigned objective and serves as a model or tutor for the other, thereby reinforcing the concepts for the partner at an easily comprehensible level. Such one-to-one instruction allows for personal clarifications of questions or misunderstandings as they arise.

The basic rationale behind this approach is that:

- Children learn more from other children at a personal level than in a large group;
- Children learn more by teaching than by passively receiving instruction.

Small Heterogeneous Groups. The small heterogeneous or study group approach allows for combinations of students from a wide variety of language abilities, ethnic backgrounds, and academic skills (Gutiérrez 1978). The students work collectively on the same objective and are able to produce a report or project of much higher quality than each could separately. This strategy affords the teacher diverse teaching options, such as more individualized instruction, or reinforcement and enrichment activities with particular student subgroups. In addition, the teaching approach or emphasis of the lesson can be different for each group; some groups may prefer manipulative activities while others prefer written research activities. Advantages for the children include:

- Many opportunities for learning academic skills and concepts from their peers;
- Greater possibilities for students to learn in their own style and to express themselves;
- More opportunities to participate directly in manipulative and discovery learning activities.

General Classroom Hints: Content Areas

A number of general classroom procedures can be particularly useful in teaching content areas to LEP students, especially for social studies and science (McCririe). A summary of some of these suggestions is included in what follows.

When presenting the main ideas of the lesson, use visuals and realia as often as possible. Writing the main ideas and/or vocabulary on a chart or blackboard as the lesson is presented will help to reinforce the ideas. Ask questions periodically on the content area to check comprehension; further explanation or examples may be necessary at these times.

The teacher may wish to read passages aloud as students follow silently. This permits the students to grasp the concepts without struggling through the mechanics of reading. In moving through the material paragraph by paragraph, comprehension can be checked with questions; at that time rereading or further explanation may be required.

Exercises or reinforcement of the lesson should be varied. Exercises can be worked through orally, then completed in written form, either in pairs or in groups. Enrichment and reinforcement of the lesson can be achieved through additional exercises, games, or projects.

Conclusion

Used either directly or with adaptations, the approaches presented in this paper provide suggestions for teaching English language, academic, and content area skills to LEP students in mainstream (as well as bilingual) classrooms. The Comprehensible Input PLUS the Language Experience Approach is most appropriate for students with similar vocabulary levels but can be applied in mixed classes--both LEP and English-proficient students can benefit from the vocabulary and reading development encouraged in this approach. In the Directed Reading-Thinking Activity and the Guided Writing Procedure, a situation is created where both LEP and English-speaking students can profit from the accompanying discussions, as well as the contextualized reading and critical analyses of written texts. The pairing or grouping of students allows native English speakers to provide individualized instruction to students with less English proficiency. Finally, the procedures outlined for content area lessons are general approaches used successfully by teachers for a wide variety of class compositions and grade levels. Special adjustments are often necessary when LEP students share the same class with native English speakers, but through special attention and the application of innovative approaches, classroom activities can be beneficial to all.

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Smith, Christine C., and Thomas W. Bean. "The Guided Writing Procedure: Integrating Content Reading and Writing Improvement." Reading World 19 (1985): 290-294.

Resources

Baker, Jean M., Joy Ross, and Barbara Walters. Each One Learning: A Small Group Process Manual for Teachers. California: San Bernardino County Schools, 1971.

This book discusses classroom environment, grouping procedures, teaching techniques, and activities used in the small group approach. Classroom floor plans and a sample checklist are included.

California Office of Bilingual Bicultural Education. Schooling and Language Minority Students: A Theoretical Framework. Los Angeles: Evaluation, Dissemination, and Assessment Center, 1981.

This collection of five papers presents research-based theoretical frameworks and strategies for the design and implementation of instructional programs for minority language students. Appendixes include an elementary level bilingual program evaluation instrument and a glossary.

Gutiérrez, Santos. Classroom Management in Bilingual Education. Austin, TX: Region XIII Education Service Center, 1978.

Designed for elementary school teachers and aides working in a bilingual classroom, this book discusses management alternatives, the bilingual/bicultural classroom environment, and the design and implementation of bilingual/bicultural learning centers.

* *

COMPLIMENTARY MATERIALS COUPON

Please select two publications:

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A Comparison of Comprehension Monitoring of Skilled and Less Skilled Readers (PR 114)

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ENGLISH LANGUAGE DEVELOPMENT THROUGH
A CONTENT-BASED APPROACH

Anna Uhl Chamot
National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, Virginia 22209

E

GUIDELINES FOR IMPLEMENTING CONTENT-BASED ENGLISH LANGUAGE DEVELOPMENT

1. Develop instructional objectives of program:
   - Will the program be a substitute for mainstream content courses? (If so, the emphasis will be on content.)
   - Will the program teach students the language they need for particular subjects? (If so, the emphasis will be on language.)
   - Will the program develop academic language and concepts simultaneously? (If so, the emphasis will be equally on content and language.)

2. Provide inservice training for both ESL and content area teachers:
   - ESL teachers observe mainstream content classes to gain understanding of concepts taught, language functions required, language skills emphasized, and teachers' expectations of student participation.
   - Content teachers observe ESL classes to gain understanding of language difficulties encountered by limited English proficient students and of ways in which ESL teachers simplify their language output so that it becomes comprehensible input to students.
   - Workshops on approaches to teaching content-based English language development, including learning strategy instruction, organizing for small group work, methods of teaching specific subject areas, development of reading and writing skills.
   - Peer tutoring and cooperation between ESL and content teachers in developing curriculum and instructional materials (for activities under #3 and #4).

3. Plan curriculum and content of courses:
   - Identify and sequence concepts to be taught.
   - List basic vocabulary and technical terms required to understand and express concepts.
   - Identify language functions needed in the mainstream classroom for each content area, such as, understanding explanations, requesting clarification, describing an event or process, understanding expository text, informing through oral and written modes, making observations, classifying, discussing.
   - List major structures and discourse features found in mainstream textbooks (and teachers' explanations and lectures) for the subject and grade level, such as, use of passive constructions in science, cause and effect statements, lack of redundancy in math word problems, historical narrative, etc.
   - Identify language skills actually needed in the content classroom, such as, listening to academic explanations, note-taking, reading for specific information, presenting oral reports, participating in discussions on content, outlining, writing reports, etc.

- Integrate language development component with content scope and sequence.

4. Develop and adapt instructional materials:
   - Content teachers select sections of mainstream textbooks that provide key concepts for the course.
   - ESL teachers analyze the textbook sections and simplify the language (but not the concepts) where necessary.
   - ESL and content teachers together work on identifying the learning strategies that can facilitate learning and remembering the content to be taught.
   - ESL teachers prepare additional lessons desinged to develop language skills appropriate to the content presented, and the learning strategies that faciliate these language skills.

5. Plan assessment procedures:
   - Refer to instructional objectives to decide if assessment will focus on content, language, or a combination of the two.
   - Content teachers and ESL teachers examine both teacher-made and commercial tests for the subject areas in order to identify language-related difficulties that might be encountered by limited English proficient students.
   - ESL teachers rewrite linguistically difficult test items, and content teachers check to make certain that concepts tested have not been inadvertently simplified.
   - ESL and content teachers identify appropriate test-taking strategies, and provide instruction in them to limited English proficient students.
   - ESL teachers provide information to content teachers on ways to assess students' comprehension of concepts with minimal reliance on language skills.

Bilingual Education Act
U.S. Department of Education

A Functional Approach to Mainstreaming Limited-English-Proficient Students

Of Interest To:
Teachers, Researchers, Administrators, Policymakers

Why This Study Is Important

The study developed a method of teacher/researcher/administrator collaboration which resulted in the identification of inadequacies in the mainstreaming process for limited-English-proficient (LEP) students at two Massachusetts elementary schools. The collaborative approach opened lines of communication among bilingual, English as a second language (ESL), and mainstream teachers to enable the development of an overall plan for successfully preparing students for the transition from the bilingual program to the mainstream program. The study promoted teacher/researcher collaboration to address classroom research issues. Results indicated that a critical problem in mainstreaming LEP students was a lack of coordination and articulation between bilingual, ESL, and mainstream classrooms.

Purpose

The purpose of the study was to develop a model for a collaborative approach between researchers and school personnel to facilitate the transition of LEP students from bilingual and ESL classes to mainstream classes. Due to inadequate coordination between classes, bilingual students at the two schools were often lacking the academic or social skills needed to succeed in mainstream classes.

How the Study Was Conducted

Two elementary schools in the Boston area were chosen for this study. One had Portuguese and Haitian bilingual programs (K-8), and the other had Spanish and Chinese bilingual programs (K-5).

The researcher collaborated with school personnel in determining the focus of the research project and the approach to be used in conducting it. After a series of meetings, participants decided to compare language use and teaching strategies in bilingual, ESL, and mainstream classrooms. The researcher then met with teachers several times to develop a classroom observation instrument to be used in the collection of data. The final product, the LIN-VEN Scale of Language Teaching Strategies, allowed systematic observation and analysis of adult-child verbal interactions in classroom settings.

Findings

The collaborative model was found to facilitate the identification and study of problems associated with the mainstreaming of bilingual students. Even after completion of the formal study, teachers continued to meet and to discuss techniques for teaching language skills. Some of the features of the research model included:

1) The Identification of Group Goals. In this study the researchers met with the entire school staff to discuss the goals and values of the group. Interaction of bilingual staff members with other school personnel was important to reinforce that the bilingual program was not an entity in and of itself but a part of the total school organization.

2) The Establishment of a Feeling of Group Unity. The research model emphasized the similarity of program needs, which were the students' development of language skills and ability to function in an all English curriculum. The research topic selected was not imposed by the researcher, but rather the entire staff participated in identifying the topic.

3) The Development of a Product Based on Research Findings. The teachers involved in this study developed an entry/exit language checklist on which teachers could base their collaboration and instructional strategies. Teachers established the criteria to facilitate the continuity of teaching methods and skills development across programs. The criteria included eight categories of language use such as

expressive language, affective language, and social language.

The study showed that a lack of coordination and articulation across the native language, ESL, and mainstream programs resulted in notable discontinuities in instructional methods. Students not only had to adjust to instruction in English, but also to new pedagogical methods.

1) The native language classes were found to be more child-centered than the ESL and mainstream classes. Children in the native language classes, for example, were more likely to initiate conversation than those in ESL or mainstream classes. Language use in ESL and mainstream classes was found to be more teacher-directed than child-initiated.

2) The native language classes promoted a cooperative learning environment, whereas the ESL and mainstream classes focused on competitive learning styles.

3) Native language teachers divided their time almost equally on socio-affective and cognitive teaching objectives. Both ESL and mainstream teachers spent a much larger percentage of time on academic objectives than on objectives concerned with successful social interactions. This shift in teaching objectives resulted in a feeling of "culture shock" for the student moving from native language to ESL or mainstream classes.

4) Native language teachers utilized individualized teaching strategies, while ESL and mainstream teachers more often instructed students as a class group.

Implications for Practice

- The participation of teachers in classroom research design is important because they are most familiar with classroom issues and they will be responsible for implementation of the research findings.
- Teachers in bilingual, English as a second language, and mainstream classes should work together to provide language development on an ongoing basis; this collaboration reduces duplication of effort among programs and lessens teacher frustration over lack of student skills.
- A continuous instructional flow based on compatible teaching strategies and cohesive objectives among programs contributes more successfully to placing LEP students in mainstream classrooms than the organizational or administrative structures of the program.
- Entry/exit criteria for assessing student readiness for transition between bilingual and mainstream programs should be developed equally by bilingual, ESL, and mainstream teachers; researchers; administrators; and policymakers.
- Involvement of mainstream teachers in the development of entry/exit criteria familiarizes these teachers with the skills and abilities that LEP students bring to mainstream classes.

This Part C Study (B-17), *A Functional-Collaborative Approach for the Identification of Teaching Strategies for Staff Development of Teachers of Limited English Proficiency Students*, was conducted by Linda Ventriglia, Ph.D., principal investigator, Network, Inc.

A copy of the full report and executive summary from this study is available from NCBE for a nominal fee.

Part C Bilingual Education Research is a series of legislatively mandated studies designed to improve the instruction provided to minority language limited-English-proficient students. Part C Bilingual Education Research is currently authorized under Part B of the 1984 Bilingual Education Act.

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InterAmerica Research Associates, Inc.

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

MEMO

March 29, 1985

To: ESL Teachers, Teacher Trainers, Curriculum Development Specialists

COMPLEMENTARY ESL/MAINSTREAM INSTRUCTIONAL FEATURES FOR TEACHING ENGLISH TO LIMITED-ENGLISH-PROFICIENT STUDENTS

By Daniel M. Ulibarri, Ph.D.

A major task facing educators in the United States is providing sufficient English as a second language (ESL) instruction to prepare limited-English-proficient (LEP) students for the transition to a mainstream curriculum. In order to develop an ESL instructional program that meets this challenge, educators must be familiar with the salient features of current ESL instructional approaches and with how the objectives of ESL approaches will facilitate the students' transition into the mainstream curriculum. To assist educators in identifying applicable methodology, this paper offers insight into three current ESL instructional approaches and describes those features that are consistent with what is known about successful second language acquisition and language learning.

A critical aspect of any program of services seeking to prepare LEP students for the transition to the mainstream curriculum is the English language development (ELD) component. Yet many ESL teachers in elementary and secondary schools may not be considering the students' eventual transition into a mainstream classroom in planning and implementing the ELD components of bilingual programs or separate ESL-only programs. It is important that LEP students are taught the language skills needed to successfully function in the mainstream classroom (Ventriglia 1984). For example, an ESL curriculum structured around grammatical points and social conversational topics will not prepare the students to cope with the language demands of content-related subjects such as history or science.

A well coordinated ELD program will include at least the following three aspects of language: (1) social-interpersonal; (2) academic (i.e., teacher instructional); and (3) content-specific. By correlating the instructional objectives of the ESL class with what is taught at the same grade level in the all-English curriculum, the students will be better

equipped with the social-interpersonal, academic, and content-specific language skills necessary for effective integration into the mainstream program. Social-interpersonal skills are important because these deal with proper role playing, turn taking, and other language-related behaviors used in the evaluation of student performance. Since many LEP students do not exhibit these social behavioral skills appropriately in English, their academic ability is often misjudged by mainstream teachers. Academic language skills are those associated with understanding the language and vocabulary of instruction, i.e., how the teacher delivers instruction or communicates while teaching. Simply because a LEP student has the communicative skills in English does not mean that the student has the specific language skills necessary to understand the more sophisticated language used for instruction. Content-specific language skills are those dealing with a particular subject. The content-specific language skills targeted by an ESL program should become more sophisticated as the student advances in grade level and encounters more complicated subject matter.

In short, effective ESL instructional features are those which:

- Incorporate what we know about how students develop second language skills;
- Relate directly to what is taught at the same grade level in an all-English curriculum;
- Provide a coherent transition between bilingual and mainstream instructional objectives when they are used in conjunction with a bilingual program;
- Reflect the students' language needs in the areas of social-interpersonal skills, academic language skills, and content-specific language skills.

Instructional Approaches

Today ESL teachers can choose from a variety of instructional approaches, yet a recent study has shown that many instructors are still relying on audiolingual methods as their basic approach. The study, which included reviews of current literature on ESL and interviews with ESL practitioners and teacher trainers, discovered that although audiolingual methodology is not generally recommended by university ESL methods course instructors, it is still widely used by teachers and curriculum developers (Chamot and Stewner-Manzanares 1985). The audiolingual method does not reflect current thinking on the language-learning process and is not geared to develop the language skills that prepare LEP students for the transition into the mainstream classroom; still, the method is used with LEP students.

Some alternatives to audiolingual teaching are the communicative approaches, cognitive approaches, and content-based approaches. These three types of instructional approaches show promise for meeting the English-language needs of limited-English-proficient, school-age students. Each of these approaches has features that take into account the language-learning process and can be used within an ESL program to develop the language skills demanded by the mainstream curriculum.

Communicative Approaches. The major goal of the various communicative approaches is the development of interpersonal communication

skills--the language skills needed for social interaction (Taylor 1983; Nattinger 1984). The focus is on listening comprehension and speaking, rather than on the formal grammatical aspects of the language (Terrell 1981). While there are communicative approaches that facilitate the development of various communicative skills, this paper also emphasizes the need for formal communicative skills required in the mainstream classroom. These include the prerequisite language skills needed to understand the language of instruction as well as the social-interpersonal skills expected by the mainstream classroom teacher.

The amount of time and the intensiveness of instruction required by a communicative focus will be a function of the student's initial level of English-language proficiency as well as the language characteristics of the community in which the student must function. Students who live in communities where their native language is the predominant language will require more time to develop communicative competence at a level sufficient to function in an all-English classroom. In contrast, students living in communities where English is the predominant language will require less time to master the required English-language skills simply because these students will have had more out-of-class practice. In fact, the choice of instructional approach, as well as the expectation for English-language learning on the part of LEP students, is and should be a function of both the environment and language proficiency of the student.

The general characteristics of a communicative approach include:

- Emphasis on communication of meaning rather than accuracy of form;
- Presentation in a reduced anxiety/risk context;
- Consistency with the natural process of language development;
- Comprehensible input--in the form of the native language or meaningful vocabulary--provided to language learners;
- Development of listening comprehension skills prior to oral production on the part of the student;
- Focus on social-interpersonal and interaction skills.

Experimental work conducted with various communicative approaches indicates that communicative approaches do accomplish their major instructional goal--the development of a language competence sufficient for social interaction (Savignon 1983). This is an important goal because LEP students need to learn how to participate socially with their English-speaking peers and also how to participate in classroom activities such as responding to teachers' requests, asking permission, taking turns, and contributing to group discussions. These are all important aspects of classroom interaction, and though they may not be explicitly stated as instructional objectives in the mainstream curriculum, they are part of the behavior expected of LEP students as they move into mainstream classrooms.

Dialog journals are one communicative technique that provides a means of positive classroom interaction for the LEP student. Dialog journals are composition books in which daily written communications are recorded by the student and then passed on to the teacher (Staton 1983). The teacher does not correct errors or comment on the quality of the student's writing.

Teacher responses simply serve as models of correct language usage, illustrating such skills as spelling, punctuation, and sentence structure.

Cognitive Approaches. Cognitive approaches to second language teaching and learning develop the students' ability to use language through a more active use of the students' information processing capabilities. In contrast to communicative approaches, which develop interpersonal and communicative skills, cognitive approaches focus on the development of higher order mental processes as these processes apply to the acquisition of the academic language skills that underlie reading comprehension and other academic content areas. An example of a cognitive technique is guiding the students to listen carefully for the meaning of a particular English statement and to ascertain what, if anything, is incorrect in the language used in the statement. Even though all students may not verbalize their answers, all students must be mentally involved in the exercise (Celce-Murcia and McIntosh 1979).

In general, cognitive approaches:

- Place importance on the mental processes that the learner uses to take in, process, and retrieve information;
- Rely on the learner's prior knowledge and seek to facilitate a transfer of skills and concepts;
- Incorporate the use of learning strategies and promote self-directed learning by the student;
- Emphasize comprehensible input only after this input has been processed by the learner and transformed into relevant information.

Areas of overlap between cognitive and communicative approaches occur. Cognitive approaches make use of the learner's background knowledge. Thus, what we know about cognitive approaches is useful with LEP students who have already acquired communicative skills and may have acquired concept knowledge in their first language. Research tells us that interpersonal skills learned in a second language transfer across content areas; cognitive skills learned in the native language, across languages (Goldman 1983). It is important to note that many LEP students may not have developed the necessary cognitive skills in their first language to transfer concepts from the first to the second language. Cognitive approaches are particularly effective with these students.

Research results are encouraging. They indicate that English-language learning, as well as cognitive, academic learning, will occur regardless of a lack of emphasis or pressure to acquire English-language skills immediately (Krashen 1980). In fact, children will and do learn their native language regardless of formal language instruction. On the whole, cognitive instructional techniques successfully incorporate learning strategy instruction into functional ESL activities. For example, students' listening and reading comprehension skills can be improved by instructing the students to infer meaning of unknown words or phrases from the surrounding language context by looking for certain clues, such as the position of the unknown word in the sentence structure (Stewner-Manzanares, Chamot, O'Malley, Kupper, and Russo 1984).

Content-Based Approaches. The language learned in a content-based approach is the academic language, both oral and written, that is needed to meet the instructional goals set by the mainstream curriculum. The

language-learning theory underlying content-based approaches is that language is best learned by using it for a functional purpose. Content-based approaches focus on the subject matter to be learned--without direct language instruction--and language acquisition emerges as a result of the need to communicate while performing academic activities. Content-based approaches offer an excellent opportunity to match English-language acquisition goals with the curriculum objectives of the mainstream classroom.

Parallels with the communicative approaches can be seen. In both the content-based and the communicative approaches, language is acquired through the use of and exposure to the second language. In both approaches there is a functional, as well as a communicative, need to use language. The primary difference is that the context of the content-based approaches is an academic one, whereas the context of a communicative approach is primarily social. That is, in a content-based approach the focus is on the subject matter to be learned, rather than on the use of the second language.

In a typical content-based lesson, the teacher focuses on discussion and task-oriented activities related to a school subject such as science or history. The subject matter taught is modified so that it is comprehensible to LEP students; this may include the use of the native language. Motivational factors are easily accommodated with content-based instruction because of the instrinsic need of the student to communicate while learning a content subject. Similarly affective factors are accommodated because positive interaction between the students and the teacher is easily promoted (DeÁvila and Duncan 1980).

In one example of a content-based activity, ESL students create their own preliminary reading texts through dictating stories and personal accounts to the teacher. The teacher then transcribes the stories and uses these for classroom reading practice (Levenson 1979; Rigg 1981; Feeley 1983). The focus throughout is on the meaning of the message, rather than on the correctness of form.

To summarize, the principal features of content-based approaches are:

- A focus on the subject matter to be learned;
- Language development that is incidental to the acquisition of concepts;
- An emphasis on language acquisition by using language for a functional purpose;
- Consideration of motivational and affective instructional variables.

Conclusion

When incorporating an instructional approach into the classroom, teachers should not choose an ESL approach at random but should articulate the approach into a long-range teaching strategy. This long-range strategy is best developed in collaboration with the long-range objectives of the mainstream program. Instructional objectives of both programs vary according to the age and grade level of the student, the student's level

of English proficiency, and the student's level of native language proficiency. At the same time the student's needs, the community language goals, and the resources of the school and community must also be considered since these variables affect the amount of English instruction necessary.

These and a host of other factors indicate that just as no single program will meet all students' needs, no single instructional approach is likely to complement the objectives of both the ELD and the mainstream programs. Teachers should incorporate into their teaching strategies those aspects of these approaches that will enable them to meet both the immediate and long-range language and academic objectives. (See table below for complementary techniques among communicative, cognitive, and content-based approaches.) Specification of instructional objectives and an integration of these with grade-appropriate mainstream objectives need to be considered as essential first steps. The transition of LEP students into the mainstream program is, after all, the goal of the English language development components of bilingual programs or separate ESL-only programs.

Complementary Techniques Drawn from Communicative, Cognitive, and Content-Based Approaches

- Using the native language to communicate or to communicate input;
- Focusing on communication of meaning, rather than on correctness of form;
- Focusing on teaching cognitive learning skills;
- Letting oral production come naturally in order to reduce anxiety and risk;
- Allowing students to transfer skills and strategies learned in the first language to a second language;
- Drawing on a student's prior knowledge;
- Providing comprehensible input so that a learning task has intrinsic meaning to the student;
- Integrating language-learning objectives with the academic and language requirements and objectives of the mainstream classroom;
- Providing for a complete range of language skills, including (1) social-interpersonal skills, (2) academic language skills, and (3) content-specific language skills.

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

MEMO

June 3, 1985

To: Title VII Program Directors

SCATTERED, DIVERSE, AND FLUCTUATING MINORITY LANGUAGE POPULATIONS: SCHOOL DISTRICT RESPONSES

by Betsy Hadden, Ph.D.
National Clearinghouse for Bilingual Education

School districts throughout the United States face the challenge of providing adequate English language development/bilingual instruction to minority language students. The difficulties of this challenge are compounded when limited-English-proficient (LEP) students are scattered throughout the district and the number of students with a common native language in any one school is too small to establish a traditional bilingual program. Such small concentrations of LEP students from one language background may also occur if a great variety of language groups are enrolled in the district--a school may have a relatively large LEP student population but few students speaking a common language. If the language spoken by some of these students is also rare, schools face the added difficulty of finding qualified bilingual teachers.

As a further complication, many school districts must deal with both changing total LEP student populations and changing distributions of these students within the district itself. Thus, a district that one year can meet the needs of its LEP students with a traditional bilingual program, the next year may be faced with a situation that requires new approaches--often in response to problems like those described above.

In order to provide effective instructional services to LEP students, both large and small school systems have sought to design programs based on the unique characteristics of their minority language populations. This paper describes the ways in which two larger school districts--the Sacramento City Unified School District in California and the Fairfax County Public Schools in Virginia (suburban Washington, D.C.)--have dealt with their particular situations.

Sacramento City Unified School District Newcomer Center/School

The urban Sacramento City Unified School District (SCUSD--total 1984-85 enrollment 48,541) established its bilingual education program in 1970 and currently provides bilingual instruction in Spanish, Hmong, and Cantonese to many of the district's 4,611 minority language students.

The district's Indochinese population began to expand in 1975-76 with a sudden influx of refugees into the area. By 1977-78 about 260 Indochinese LEP students were enrolled in the school system, and in 1980-81 that number had grown to over a thousand. In 1984-85 the figure stood at 2,950, with about 100 new Indochinese students entering the school system each month.

The Sacramento school system is confronted with several factors that call for special responses in organizing effective bilingual education programs.

- The 4,611 minority language students are unevenly dispersed among 55 schools in the district. In some cases as few as two or three students are present in any one school.
- Minority language students represent 24 different language groups.
- The more recent Indochinese refugees need different services from those who arrived in 1975-76. Many of the later refugees speak little or no English, have minimal or no formal education, and are living in economically difficult circumstances. These factors have contributed to a slower adjustment to Western culture.

In response to these problems, the district has added a Newcomer Center and Newcomer School to its special services for minority language students.

Newcomer Center. Under the SCUSD program, all minority language students in grades K-12 who arrive in the United States after May 15 of the previous academic year are eligible for screening at the Newcomer Center. This processing includes health and academic screening and language assessment in English and the native language. Newcomer students are then assigned to an orientation class which covers such areas as health and nutrition, appropriate school behavior, and self-concept development.

After the orientation at the Newcomer Center, students are assigned to schools in the following manner:

- English-proficient students in grades K-8 are referred to their neighborhood schools for enrollment;
- LEP students in grades K-8 who live in an area that offers a bilingual program in the appropriate language are referred to that particular school;
- LEP students in grades 9-12 are referred to the high school in their area of residence for ESL and mainstream content area instruction;
- LEP students in grades K-8 who have not met the above criteria for enrollment in other schools are enrolled in the Newcomer School.

Newcomer School. At the Newcomer School students are assigned to classes by grade level, provided enough students are present to form a class. If the number of students is insufficient, students are grouped in primary (K-3), intermediate (4-6), and middle school (7-8) classes.

The Newcomer School curriculum includes instruction in English language skills, mathematics, social studies, and physical education. Content area instruction in the native language is provided in those languages most common to Sacramento--Cantonese, Hmong, Spanish, and Vietnamese--and students who speak less common languages are given individual bilingual or ESL learning programs either with certified teachers or teachers aides, depending on availability.

When the Newcomer School staff determines preparation is sufficient, students are exited to a bilingual program, if one is available in the student's attendance area, or a mainstream classroom. Mainstreamed students continue to receive individual (bilingual or ESL) language instruction. On the average, students spend the maximum one academic year at the Newcomer School. Only under special circumstances are students allowed to remain longer.

In the 1984-85 school year about 180 students--90 of whom were refugees--were enrolled in the grades K-6 of the Newcomer School, with 50 students (15 refugees) in grades 7-8. Students in the Newcomer School represented 14 different language groups.

Program Advantages. The Newcomer Center/School approach has enabled the SCUSD to provide improved and more efficient services for incoming minority language students. The centralized location for screening and orientation ensures better communication among newcomer families and students. Such an arrangement also permits a more efficient use of qualified bilingual teachers and support staff, and with a larger number of ESL students at the center locations, students can be grouped more effectively according to English proficiency. Finally, in serving students with a common need, it is less expensive to provide instruction to students at one location than at several different sites.

Program Evolution. The SCUSD originally established the Newcomer Center/School as a temporary system and considered discontinuing it after the first wave of refugee immigration ended. Principals in the school system decided to maintain the program, however, because of the current high enrollment of native-born LEP students who need special instructional services.

Since the inception of the Newcomer Center/School in 1981, the school has modified the curriculum somewhat. Originally the emphasis was on speaking and listening skills, and although the primary focus continues to be the same, additional emphasis has been placed on reading and writing skills (Sacramento City Unified School District 1981, 1982-83).

Fairfax County Public Schools ESL Program

The Fairfax County Public Schools have dealt with the challenge of educating their minority language students by instituting a districtwide ESL program. During the 1974-75 school year approximately 375 LEP students

in 13 schools were enrolled in ESL classes; however, like the Sacramento school system, the Fairfax County schools experienced an influx of Indochinese refugees in 1975. By the end of 1980, the enrollment in ESL classes had reached about 2,500 students, and by 1984-85 the Fairfax County school system was providing intensive ESL instruction to about 4,000 students in grades 1-12 in almost 60 elementary and secondary schools.

The Fairfax schools must also contend with several complicating factors in providing ESL instruction to their LEP students:

- The school district has an enrollment of approximately 125,000 students dispersed over a 400 square mile area;
- Some schools in the system have only two or three minority language students, while others have as many as 200;
- Minority language students represent more than 75 different language groups, most schools having only small concentrations of any one group;
- In any given year over 30 percent of the LEP students move from one school to another or out of the district altogether--a very high mobility rate;
- Each month an average of about 150 new minority language students are enrolled in the school system, about 75 percent of these requiring ESL instruction.

Because of the diverse situations present in the Fairfax County Public Schools, several different organizational schemes have been implemented to provide special services to LEP students.

Central Registration. Like the SCUSD, Fairfax County schools have a central registration office that acts as a liaison between the schools and the minority language students and families. As part of its varied services, central registration helps students obtain documents required by the Immigration and Naturalization Service, provides interpreters to help explain school procedures to students and their families, translates and evaluates foreign transcripts, and administers language proficiency tests (Fairfax County Department of Student Services and Special Education).

School-Based Programs. Some schools have a sufficient number of LEP students (40 or more) to warrant an ESL program at the school. An ESL teacher is based full-time in each of these elementary or secondary schools, although part-time teachers are used in some school-based programs.

Cluster and Center Programs. Several adjacent schools with low enrollments of ESL students group their students together in one centrally located school. These schools are called clusters at the elementary level and centers at the secondary level. Elementary and secondary school students attend cluster or center schools for both regular classes and ESL instruction.

Itinerant Teachers. In the past low concentrations of LEP students in individual schools led to the use of itinerant ESL teachers. Each of

these instructors taught in two or three schools, concentrating on the most advanced ESL classes. Itinerant teachers were employed at both the elementary and secondary levels.

Heavily Impacted Schools. Heavily impacted schools are those in which over 25 percent of the students enrolled are minority language students. In these schools the student to ESL teacher ratio has been reduced and an additional daily period of ESL instruction has been instituted. At the elementary level, the ESL classes emphasize content area reading skills; at the secondary level, basic all-around English language skills.

Literacy Center. For students who are not literate in their native language, the Fairfax County Schools have established a literacy center. Here students receive intensive literacy training as well as general ESL instruction (County School Board of Fairfax County 1981).

In late 1983 the Fairfax County Public Schools conducted a study on the impact minority language students have had on the school system. The study found that, in general, concentrations of minority language students have not had a negative impact on the regular instructional program of English-speaking students. In fact, teachers and other staff reported that minority language students often have a positive impact on schools because of these students' high motivation, good behavior, and high achievement, particularly in mathematics, science, and art. The study did indicate, however, that the positive effect diminished as the number of minority language students neared a majority of the total school enrollment. Furthermore, the study found that although the school-based services for these students were effective, the services became strained when LEP student concentrations were very large.

As a result of the study, several modifications of the school system's services were recommended. Fairfax County schools have made some boundary changes to disperse the minority language students throughout the county. The school system has also developed alternative instructional models. Some students receive ESL instruction for part of the day and mainstream instruction in the remaining class time; others attend "transitional" classes in English, biology, and/or U.S. government, classes which help bridge the gap between ESL and mainstream instruction. Other recommendations are currently under review (Fairfax County Public Schools 1984).

Conclusion

In addressing the needs of minority language students, the Fairfax County Public Schools and the SCUSD, like other school districts, have had to deal with situations that require innovative responses. The programs these districts have devised are not unique in their general outline, and similar programs exist in other areas throughout the United States. As such school systems continue to face small concentrations of LEP students, fluctuating LEP student populations (either through immigration or migration), and diverse language groups, the development of improved and more cost-effective means of educating LEP students will be an ongoing process. School districts in search of program options can benefit from the experiences of others and either adapt existing models or use such models as starting points to address unique local conditions. New and varied programs will no doubt evolve.

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

MEMO

June 6, 1984

TO: ESOL EDUCATORS
TITLE VII PROGRAM DIRECTORS

SECOND LANGUAGE TEACHING

In the United States today there are large numbers of students from different language backgrounds learning English as a second language (ESL). These students are from families that have recently immigrated to the United States or from families that have lived in the United States for several generations in areas where languages other than English are spoken. A majority of these students were born in the United States.

Various methodologies for second language teaching have been popular at different times. During the 1960s the Audiolingual Approach, where students memorize set dialogues then manipulate sentences modeled by teachers in drills, was the accepted approach. With the emergence of new linguistic and psychological research in the 1970s, the popularity of the Audiolingual Approach diminished.

Since then approaches that employ the selection of methods and techniques matched to the individual needs of the students have evolved. Emphasis has been placed on all four language skills--listening, reading, speaking, and writing--rather than just on oral skills. Linguistic accuracy has been de-emphasized, and communication of meaning has been encouraged. Learner-centered activities have replaced teacher-directed drilling of correct sentence patterns. In curriculum planning, language is now often classified by the function it serves and the notion it expresses rather than solely by its grammatical structure.

Most methodologies have been developed for adult second language learners. The adaptability of these methodologies to younger second language learners, with the exception of Total Physical Response and Natural Approach methodologies, has not been demonstrated. With increasing research evidence in various learning styles, it is probable that no particular method will be equally effective with all students. Here are brief descriptions of some of the second language learning methodologies that have gained recognition since the early 1970s.

Confluent Language Education

Beverly Galyean describes Confluent Language Education as an approach originating in humanistic psychology. Cognitive, affective, and interactive teaching/learning objectives are interwoven so that whole-person learning is achieved. Four components form the basis of this approach: (1) "here and now teaching," where instructors focus on the interests, preferences, activities, and plans of individual students in developing language exercises; (2) student-generated output, which is used as class content for additional language practice; (3) interpersonal sharing, where students communicate their interests and feelings to each other on a one-to-one basis or in group discussions; and (4) the use of language as a tool to help students increase self-awareness and to promote personal growth.

Counseling-Learning or Community Language Learning

Counseling-Learning or Community Language Learning was developed by Charles Curran as a humanistic approach involving the learner's whole person through the use of counseling psychology techniques. In this approach teachers are the facilitators and the classroom emphasis is on shared, task-oriented activities where students and teachers cooperate in aiding each other. In the beginning, students sit in a circle and communicate freely with each other in their native languages. Teachers (or knowers) remain outside the circle and translate the conversation into the target language which the students repeat. Periods of silence and an unpressured atmosphere give students time to think about the target language they are hearing. A tape of the session may be made and played at the end of the class; if students wish, teachers write all or part of the target language conversation and briefly explain its structure.

Security and acceptance are emphasized in the classroom and are exemplified through the students' mutual support system, the teachers' sensibilities and counseling skills, and the use of the native language and translation in the early stages of instruction.

Silent Way

The Silent Way is a humanistic approach to second language instruction first introduced by its developer Caleb Gattegno in 1963. However, this approach was not widely known until the mid-1970s. The theory behind the Silent Way is based on several general principles: (1) teaching is subordinate to learning; (2) students learn by listening to each other rather than teachers; and (3) greater progress is made through self-evaluation than through teacher-evaluation. A unique feature of this methodology is the use of wall charts and colored rods to establish the reference to meaning in the beginning levels of instruction.

Silence is used by both teachers and students to provide time for contemplating the sound and structure of the target language. Teachers point to a wall chart of symbols, which stand for syllables of spoken language and are color-coded to indicate similar sound patterns represented by the symbols. Students initially pronounce the syllables in the target language in a chorus, then individually. As students master the sound patterns of the target language, greater emphasis is placed on vocabulary development achieved through the use of specific visual aids.

Suggestopedy, Suggestopedia, and Suggestology

Suggestopedy, Suggestopedia, and Suggestology are labels attached to the methodology developed by Bulgarian psychiatrist Georgi Lozanov. This approach is based on three principles: (1) students should enjoy rather than struggle against what they are doing; (2) students' conscious and unconscious reactions are inseparable; and (3) students' "reserve powers" must be mobilized leading to newer, faster, and a more permanent kind of learning.

Students' insecurity and resistance to the new language are diminished through the planned use of nonverbal techniques, classical music, and comfortable, aesthetic surroundings. "Infantilization," or a child-like trust in the system is fostered in students. Both "passive" and "active" sessions are conducted. In passive sessions students listen to long dialogues explained by teachers and presented in dramatic readings accompanied by music selected to lower the mental barriers students have toward new linguistic systems. In active sessions students use materials from the dialogues to interact with each other in the new language.

The Natural Approach

The Natural Approach, based on the work of Tracy Terrel and Stephen Krashen, proposes instructional techniques that facilitate the natural acquisition of a language. This approach, which encourages language acquisition by developing proficiency without direct or conscious recourse to the formal rules of the language, is based on two principles: (1) speech is not taught directly but rather acquired by understanding what is being communicated (comprehensible input) in low-anxiety environments; and (2) speech emerges in natural stages.

This approach focuses on successful expression of meaning rather than on correctness of form. An initial silent period, where students develop comprehension skills while teachers provide meaningful messages in simplified speech, is a prerequisite to actual speech production by students. Teachers accept all attempts by students to communicate, regardless of the accuracy of form or language of expression. Expansions, not translations, of incorrect or incomplete communication by the students are provided by teachers as is natural in two-way communication. Thus, conversation skills in the target language emerge but are not specifically taught.

Total Physical Response (TPR)

Total Physical Response was developed by psychologist James Asher as a method for second language teaching that parallels first language acquisition sequences. This approach is based on three key ideas: (1) understanding the spoken language precedes speaking; (2) understanding is developed through students' body movements; and (3) speech should not be forced as students naturally reach a "readiness" point when speech becomes spontaneous.

During instruction commands are given in the second language and acted out first by teachers then by the students, allowing them to perceive the meaning of the commands while hearing the language. As the commands become more complex, visual aids are used to enrich the students' vocabulary. Students begin speaking when they are ready, and communication is uninterrupted by corrections. During a one-hour lesson between 12 and 36 new lexical items may be introduced. Students

are permitted to ask questions in their native languages only at the end of the class. The total physical response method has been used to teach a variety of languages and has been the subject of experimental studies showing impressive language gain, including retention and transfer of oral skills to reading and writing.

This article was based on information compiled by Anna Uhl Chamot and Denise McKeon.

For more information on second language learning and ESL methodologies, contact, The National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Rosslyn, VA 22209; (800) 336-4560 or (703) 522-0710.

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NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

MEMO

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To: Title VII Program Directors

SECONDARY EDUCATION FOR MINORITY LANGUAGE STUDENTS

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The vast majority of education programs for minority language students have focused on the elementary school level, despite an ever growing number of non-English-proficient (NEP) and limited-English-proficient (LEP) students of secondary school age entering U.S. schools (Oxford-Carpenter et al. 1984). Most of these secondary-age NEP or LEP students are immigrants and refugees; however, others are U.S.-born students who have had little or no access to special assistance programs at the elementary level. In addressing the needs of these students, few educators would dispute the notion that the best program, regardless of age level, is one with a sound curriculum framework that can be implemented by qualified teachers who have access to quality teaching materials. Nevertheless, a variety of special concerns and issues have to be considered when designing an educational program for secondary-age LEP students. A lack of research and national initiatives in this area has limited the number of existing program models, but several exemplary programs across the United States have developed successful education strategies. This paper discusses a number of the special concerns for dealing with secondary-age minority language students and then describes two programs in detail.

Student Diversity

Minority language students exhibit a great diversity of backgrounds at the secondary level (McGroarty 1982). Some students may be refugees who have recently arrived in the United States from war-torn areas. Others may be orphans or may have had to take on the responsibility of becoming surrogate-parents to care for younger brothers and sisters. Other secondary-level LEP students may be parents themselves or may have other responsibilities outside the classroom, such as jobs or obligations to their extended families and their communities. The amount of real-life

experience and responsibilities a student has to deal with may affect how a student performs and reacts in a classroom situation. Such responsibilities need to be taken into consideration when designing class schedules and work loads for an education program, and schools might consider providing students with flexible schedules or giving school credit for work in the community.

Literacy and general educational background are two other important factors that differentiate secondary-age LEP students. Many recently arrived students speak little or no English. Students may also not be literate in their native language or may have had little or no schooling in their native country. These students may be enrolled in the same school district with LEP students who have had extensive schooling in their native country, are literate in their mother tongue, and have expertise in other languages. Given this diversity, schools should test incoming students to determine literacy and general proficiency levels in English and, if possible, the native language to assure proper placement. The amount of previous schooling should also be noted on each student's records to help select the proper instructional approach. Differences in students' psychological, socioeconomic, and cultural backgrounds should also be weighed in making an appropriate curriculum selection.

Secondary-Level Curricular Requirements

The curricular demands placed on secondary-level students vary greatly from the demands at the elementary level. Secondary-level students must be able to call upon previously learned basic concepts and use these in applying more highly developed reasoning and cognitive skills. Current research shows that learners may have difficulty in developing these skills rapidly in the second language if the students have not first developed cognitive academic language proficiency (CALP) skills in the native language (Cummins 1980). As a result, it may be difficult for students with limited previous schooling to comprehend and deal with secondary-level content material without some special assistance. At the secondary level, students must also deal with a different teacher and perhaps a different instructional approach for each subject area. Moreover, the student must become flexible enough to shift from one level of curricular and linguistic demands in one class to a different level in another class. Students unfamiliar with U.S. high schools may be exposed to courses such as home economics, industrial arts, or physical education for the first time and may not be familiar with the requirements and expectations of these nonacademic courses.

Education/Career Needs

Counselors and teachers need to keep communication lines open and talk to secondary-level LEP students on an individual basis to determine the students' future educational and/or occupational aspirations. In general, all recently arrived students could benefit from instruction in daily-life skills for U.S. society, such as how to rent or buy a dwelling, or how to apply for a job. For students who are not aware of the variety of career choices available to them, a career education or career awareness segment in the curriculum could also be instituted. Some secondary-age LEP students may already have made vocational choices or had job experience in

their home countries. For these students, vocational education course offerings are particularly useful, especially if the courses focus on those English language skills (or native language skills if it is a bilingual program) most useful for succeeding in the students' chosen vocations. Minority language students who wish to go on to college need to focus on skills that can prepare them for academic work. No matter what the students' future plans may be, those plans and goals must first be determined before a curriculum plan designed to meet the students' objectives can be developed.

El Paso High Intensity Language Training (HILT) Program

During the 1982-1983 school year the El Paso Independent School District, El Paso, Texas, began implementing a High Intensity Language Training (HILT) program for its large LEP student population at the secondary level. The HILT program began as a pilot project at Bowie High School in January 1982. During the first semester the teachers at the school and a bilingual education consultant tested methods, materials, grouping patterns, and inservice training modules. After the testing, the most successful innovations were selected for replication on nine other campuses of the school district. In 1982-83 ten campuses, four senior high schools, and six junior high schools operated HILT centers.

The goal of the HILT program is to prepare LEP students for the regular high school all-English curriculum and the school's extracurricular activities through intensive English language development instruction and sheltered English classes. In order to meet this goal, the program goes beyond the threshold level of basic interpersonal communication skills (BICS) and provides instruction and development in the cognitive and academic language skills needed in the secondary education classroom (Cummins 1980).

The current El Paso HILT program includes four levels of instruction--beginning, intermediate, advanced, and transitional--and two curriculum plans--one for students who have had previous schooling and another for students with limited or no previous schooling. Program teachers determine whether the student is to be placed in the "schooled" or "limited schooling" plan by interviewing the students and examining transcripts (when available). Students with previous schooling are placed in grade levels according to the results of the Comprehensive English Language Test (CELT) administered when students enter the program. If the student's work in a classroom situation contradicts the test results, the student's teachers meet to decide on a different placement.

Students are tested for placement only at the initial level. After they are enrolled in the program, they can be promoted only after successful completion of the current level. Students who excel and make unusually fast progress can advance to the next level with the recommendation of the program teachers and the approval of the school principal. Students who make little or no progress may remain at their present level or move to an appropriate lower level. In grades 9-12 each level represents one semester; in grades 7-8 each level represents one school year. The length of a student's stay in the program depends on the entry level of the student.

Students with previous schooling. Beginning level LEP students who have had previous schooling receive intensive ESL instruction (four courses a semester), "sheltered" mathematics courses that correspond to the students' mathematical ability, physical education, and an elective that requires little or no English reading and writing. Sheltered courses use the regular course syllabi and materials (in English) but are taught by teachers trained in special methodologies for LEP students. The teachers may give instruction in the native language--Spanish--when necessary, and students may ask questions in Spanish. Teachers are asked to exercise professional judgment regarding the use of the students' native language.

At the intermediate level, ESL instruction is reduced to three courses, an additional sheltered content course (sheltered science) is added and, as in the beginning level, students take physical education and an elective. At the advanced level, the number of ESL classes are reduced to two (students begin learning grammar) and a sheltered social studies class is included. The transitional level has no ESL courses--students enroll in two sheltered content courses and spend the rest of the school day in all-English mainstream classes.

The instructional goals and approach of the ESL courses vary according to level. The beginning and intermediate levels emphasize communicative competence; the advanced and transitional courses, grammar and literature.

Students with limited schooling. The curriculum design for students with limited or no schooling is similar to that of schooled students in many respects except for four additional ESL courses at the beginning level (one year at the senior high level and two years in junior high school). The slower pace is essential to develop skills at a very basic level. A native language component has also been added because progress in a second language has been directly tied to competence in the native language (Cummins 1978). The students who make outstanding progress in this curriculum can be placed with schooled students if the teachers feel such a move is appropriate.

Staff development. The inservice education program for HILT teachers has played an important role in the success of the program. Before implementing the special services for secondary-age LEP children, many district teachers had limited experience in teaching ESL or working with minority language students. The staff development plan was based on a needs assessment of teachers and principals, and inservice workshops have been offered to provide training in those areas designated by the needs assessment. An important strength of the staff development design is the constant request for teacher feedback on teaching problems and the immediate response to those problems in the staff development program. One effective approach in this area has been the use of program teachers with proven success in the problem area helping those teachers who need assistance (El Paso Independent School District 1984).

Program results. As a result of the HILT program, high school ESL students in the school district are experiencing successes that were rare before the inception of the program. A follow-up study conducted by the district's Office for Research and Evaluation found that the precentage of students in the HILT program who passed post-HILT content courses compared favorably with, and in some cases surpassed, the passing rate of district non-HILT students. The study provides evidence that the program is meeting its goal of preparing LEP students to function successfully in content area classes (Apodaca 1985).

Salinas English Acquisition for Secondary Youth (EASY) Program

In 1980 the Salinas Union High School District, Salinas, California, implemented its English Acquisition for Secondary Youth (EASY) system to help provide equal educational opportunities to secondary-level LEP students. The EASY system permits students to enter at their individual level of English competency (whenever they arrive during the school year) and learn at their own rate until they have gained sufficient English competency to participate in the mainstream curriculum. Upon entering the district, minority language students are given the Language Assessment Scales (LAS) II (Short Form) test in English, and for Spanish speakers, also in Spanish. The scores from these tests determine the level into which a student will be placed.

The EASY system contains eight levels of English language proficiency and for each level four strands or sublevels through which a student must progress. Students begin with a vocabulary development strand, then move into a grammar component, then into an applications sublevel (applications of vocabulary and grammar to real-life situations and dialogues), and finally into an English writing skills and composition sublevel. Within each strand, the student is given a pre- and posttest on each of the objectives. In this way, teachers are assured that students have mastered one objective before moving on to the next.

Teachers use an eclectic method of teaching, selecting ideas from the natural approach, the total physical response technique, and the language experience approach, among others, to implement the most effective strategy for teaching their particular student group (see "Second Language Teaching", NCBE MEMO, June 6, 1984). The EASY system creates a low anxiety language experience by using games, manipulatives, posters, and practice sheets for every objective. The program also focuses on student self-concept building by portraying the various racial, ethnic, social, and cultural heritages of the community in many of the games, activities, and modules of the lessons. Students are encouraged to recognize and appreciate their own as well as other cultures.

The program uses criterion-referenced, teacher-developed tests to measure student progress in each objective, sublevel, and level, and on passing the level test, the student advances. A continuing profile is maintained on each student from the date of initial entry into the program until the student is reclassified as a fluent English speaker. In this way, each subsequent teacher has ready access to the student's progression rate, test scores, and general records.

To broaden the educational opportunities of LEP students, the Salinas program incorporates the EASY system into the total high school curriculum. Students in the beginning levels focus primarily on developing language skills, and if there are enough non-English-speaking or very limited-English-proficient students of the same language background, then bilingual content area courses, such as math, science, and history, are created for those students. In this way, students can learn the content area concepts in their native language while acquiring English-language skills. Beginning level students also participate in regular physical education courses along with mainstream students, and as students progress through the EASY levels, they are able to take other electives. At first these electives may be native language courses, followed by courses that require minimal reading and writing skills in English, and finally regular mainstream content area courses.

Teachers receive inservice training in the methods of the EASY system along with training in second language acquisition theory and teaching methodology. Teachers in the Salinas district also take part in a multidistrict "training of trainers" institute that develops instructors' skills in training fellow teachers, thereby building capacity in the district staff.

The EASY program has thus combined several innovative methods to meet the challenge of teaching English to secondary-age LEP students. The program employs a variety of methodologies of English language development, encourages teacher flexibility and creativity, and allows for effective use of paraprofessionals. The highly structured, sequenced approach provides students with an opportunity for continuous advancement (Salinas Union High School District 1980).

Conclusion

When developing or choosing a program model for the education of secondary-age minority language students, factors such as student background, student literacy level, and the student's future educational and/or career needs should be taken into account. The two model programs described in this paper have developed their own solutions for providing quality education for local secondary-age LEP students. As more attention becomes focused in this area, and as new research results become known, other school districts can begin to develop individual programs appropriate for their locales.

Part C research study. Greater insight in this area will be gained with the completion of an ongoing national research study (funded under Part C of the Bilingual Education Act) that will provide descriptive information about the types of services that secondary-age minority language LEP students are receiving across the United States. The study aims to describe (1) the variety of student populations, (2) organizational and administrative settings, (3) the range and variety of educational services, (4) existing support services, (5) teaching and staff characteristics, (6) community and parent involvement, (7) the outcomes of services, and (8) funding sources for these services. The study is being conducted by Naomi Gray Associates of San Francisco, and a final report is scheduled to be available in the spring of 1986.

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Additional Resources

1. A Cognitive Academic Language Learning Approach:
   An ESL Content-Based Curriculum.
   by Anna Uhl Chamot and J. Michael O'Malley

   National Clearinghouse for Bilingual Education 1986

2. Promising Practices: A Teacher Resource (Grades K-3)
   Compiling Editor, Johanna Z. Provenzano

   National Clearinghouse for Bilingual Education 1985

3. Bench Marks in Reading
   by George Rathmell
   The Alemany Press, copyright 1984
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4. Bilingual and ESL Classrooms
   Carlos J. Ovando and Virginia P. Collier
   McGraw Hill Book Company,
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5. Early Childhood Bilingual Education
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