

DOCUMENT RESUME

ED 416 695

FL 025 100

TITLE English as a Second Language Professional Development Manual for Special Education Teachers. Intermediate and Junior High School Level.

INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Bilingual Education.

ISBN ISBN-1-55839-035-9

PUB DATE 1994-00-00

NOTE 196p.; For related documents, see FL 025 098-101.

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS Art Activities; Bilingual Education; Caregivers; Classroom Techniques; *English (Second Language); Individualized Education Programs; Inservice Teacher Education; Intermediate Grades; Interprofessional Relationship; Junior High Schools; Language Tests; Middle Schools; Multicultural Education; Music Activities; Paraprofessional School Personnel; Parent Teacher Cooperation; Professional Development; Second Language Instruction; *Special Education; *Special Education Teachers; *Staff Development; Teaching Methods; Testing

IDENTIFIERS Blooms Taxonomy; *Content Area Teaching; New York City Board of Education

ABSTRACT

The manual provides a framework for two days of training in English-as-a-Second-Language (ESL) instructional methods for monolingual special education teachers at intermediate and junior high school levels in New York City (New York) schools. The materials help teachers without ESL certification provide mandated ESL services to Limited-English-Proficient (LEP) students in all special education settings. An introductory section outlines the underlying philosophy, approach to instructional programming, and suggestions for classroom management. A second section outlines design and objectives for the two-day program. Subsequent sections detail the content of each day's program, including background on bilingual and ESL general and special education programs, ESL assessment techniques in special education, methods for facilitating language development, ESL instruction through art/music/multicultural literature, development of a cooperative relationship with culturally diverse parents/caregivers, different ESL instructional approaches, adaptations and strategies for ESL in content areas, individualized education programs, sample ESL lessons, the teacher-paraprofessional partnership, and peer coaching. A reference section contains an ESL bibliography, list of educational services for LEP students, notes on Bloom's taxonomy and LEP students, notes on curricular and instructional adaptations for ESL in special education, charts of ESL structures, themes, and functions, and glossary. (MSE)

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English as a Second Language Professional Development Manual for Special Education Teachers

Intermediate and Junior High School Level

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English as a Second Language Professional Development Manual for Special Education Teachers

Intermediate and Junior High School Level



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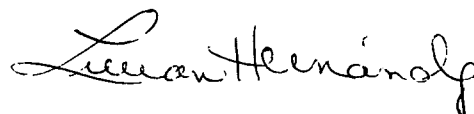
FOREWORD

As teachers in New York City prepare their students for the twenty-first century, it is important to recognize that we have the largest immigrant population entering the public schools since the early twentieth century. The Division of Bilingual Education seeks to support school- and district-based personnel to meet this challenge.

The three *ESL Professional Development Manuals for Special Education Teachers* represent an update of the 1988 original training packets. The revised manuals were designed in response to the ruling in the case *José P. et al vs. Thomas Sobol et al*, which stipulated ten hours of professional development in English as a second language for special education teachers.

The manuals provide a base for professional development by district and school staff developers. After the basic, two-day professional development sessions, teachers can continue to use the manuals as guides for planning daily, interdisciplinary ESL instruction. This ESL instruction should be articulated with that of bilingual and ESL staff members working with the same students.

Combining ESL professional development with ongoing, integrated ESL instruction will support the academic achievements of all limited English proficient students.



Lillian Hernández
Executive Director
Division of Bilingual Education

ACKNOWLEDGMENTS

The *English as a Second Language (ESL) Professional Development Manuals for Special Education Teachers* were produced under the auspices of the Division of Bilingual Education, Lillian Hernández, Executive Director, in collaboration with the Division of Special Education, Howard S. Tames, Executive Director.

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This manuscript has been prepared for publication by the Office of Instructional Publications, Nicholas Aiello, Ph.D., Director. Gregory Woodruff was the project editor. The interior was designed by Cor Hazelaar, Heidi Lanino, and Greg Woodruff. The cover by was designed by Cor Hazelaar.

Funding for the project was provided in part from the Division of Bilingual Education and the Office of Special Education Services, New York State Education Department to SETRC.

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INTRODUCTION

English as a Second Language (ESL) Professional Development Manual for Special Education Teachers: Intermediate/Junior High School and the accompanying *ESL Resource Manual* have been designed for monolingual English special education teachers who have limited English proficient (LEP) students in their classrooms. The materials assist teachers without ESL certification to provide mandated ESL services for LEP students in all special education settings, including Alternate Placement, resource room, and speech services.

Alternate Placement students are those who are in need of bilingual services but, due to lack of available bilingual staff or classes, have been placed in an English-dominant setting with a monolingual teacher and a bilingual paraprofessional.

Exception Placement students are those placed in an English-dominant setting because they exhibit a high level of academic skills in English yet are still provided with the ESL support they require. However, the teacher does not have the assistance of a bilingual paraprofessional. Instructional planning focuses on development of ESL in academic and social contexts.

PHILOSOPHY

This manual is part of a professional development series designed to support the instruction of students with limited English proficiency in special education programs in the New York City public schools.

The basic objectives underlying these programs are as follows:

- provide special instruction and suggest adaptations for developing each student's cognitive, academic, and social abilities to his or her fullest potential.
- provide instruction in the student's native language while providing extensive opportunities for the student to acquire English as a second language.
- recognize the importance of the cultural context and instructional setting in which learning occurs.

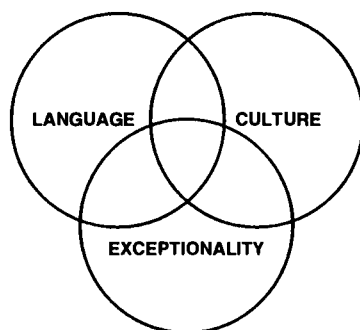
Teachers and supervisors throughout the system believe that all programs should provide a wide range of opportunities that enable all students to become productive citizens and participate effectively in a global and increasingly multicultural society. To that end, this series of professional development manuals for special education:

- implement research-based professional development;
- encourage the creation of programs that involve students in their own learning, that develop leadership, and that foster greater social responsibility;
- promote educational excellence and achievement through equality of opportunity and access to resources;
- provide instructional guidance across disciplines;
- include instructional and programmatic models that support the academic literacy of students; and

- foster the establishment and maintenance of connections among diverse constituencies, including parents and caregivers, community-based organizations, businesses, institutions of higher education, and cultural organizations.

INSTRUCTIONAL PROGRAMMING

According to Dr. Nancy Cloud* of Hofstra University, special education students from other cultures who primarily speak other languages have three basic characteristics that define their learning needs: language, culture, and disability or exceptionality. These characteristics interact in important ways.



For example, culturally determined norms and values affect the meaning of a child's exceptionality to a particular family, the extent of its impact on the family, and the stress-buffering support systems available to the family. Exceptionality affects language development—not only how much language is developed, but also how language is received, formulated, and expressed. And the transmission process of language determines what children learn to talk about and the socially accepted forms for doing so.

Instructional programming must respond to the nature of the exceptionality (cognitive, neurological, emotional, sensorial) and the extent of the disability (mild, moderate, severe) in order to provide appropriate services to students with disabilities while still giving meaningful instruction. These two concerns are basic to the special education service provision that applies to *culturally and linguistically diverse exceptional (CLDE)* students.

Instructional programming must also respond to the native language (L1) and the target language (L2) characteristics of the student and the language of their primary caregivers. The optimal language of intervention is determined by a careful analysis of the student's current language competence and the nature of the linguistic input available in the student's natural environment, both at school and at home.

Finally, instructional programming must respond to the student's cultural characteristics. Culture is significant in determining the content (background knowledge and schema) children have acquired, the norms and values that guide their behavior and help them to interpret the behavior of others, and their preferred learning style.

* *ESL in Special Education*. Washington, DC: Center for Applied Linguistics. 1988.

In planning instruction for CLDE students, one should remember that exceptional characteristics, language characteristics, and cultural characteristics are of equal importance. All three characteristics must be integrated simultaneously into instructional planning when responding to the whole child.

This professional development manual and the accompanying resource manual are initial efforts in supporting teachers who must design instructional activities that meet the ESL needs of LEP special education students. These materials, reflecting current trends in language acquisition instruction and effective pedagogy, guide teachers in the following four areas:

- developing instruction that integrates the four language skills
 - listening
 - speaking
 - reading
 - writing and composing
- integrating language and all content area instruction
- promoting cross-cultural understanding
- adapting the curriculum to respond to students' exceptionalities.

ESL CLASSROOM MANAGEMENT

In order to provide effective ESL instructional strategies that meet the needs of limited English proficient students in special education programs, classrooms should be learning environments that are colorful and inviting, reflecting ongoing ESL classroom topics. The following activities and organizational plans may be helpful:

- Display student- and teacher-made charts, posters, and drawings based on themes covered in ESL and always including English words, phrases or sentences.
- Provide multicultural displays of pictures, realia, and art from various regions of the world, particularly from the students' cultures, with simple descriptions in English.
- Display TPR charts, created from lessons, of how to accomplish classroom tasks, such as watering the plants, washing the blackboard, or borrowing a book.
- Establish discrete learning centers for the various content areas in ESL. These centers should provide multisensory experiences for the students, each of whom has his or her own learning modality.
- Carefully organize the materials for each center and provide a clear explanation of their use. This organization should include TPR charts for the use and care of materials, once the rules have been carefully taught to and the charts have been made by the children. Schedules should be set up for students' borrowing of materials.
- Design bulletin boards and walls to reflect both classroom activities and students' outside interests. For example, current English-language newspaper articles and cartoons as well as photographs could be included with students' descriptions, games, sports, and hobbies.
- Group students for ESL according to their level of language proficiency for certain activities, yet provide for individual success within each activity. At times, heterogeneous groups can be utilized for cooperative learning projects. Group experience aids in the development of social skills and helps to build positive, small-group identity.

- Increase directions to the students as needed and make utterances as clear and precise as possible. Special education students with limited English proficiency need a great deal of careful modeling by the teacher. Also, students benefit from repetition of information in different guises, with frequent short summaries by both teacher and students. Students should be given a sense of “ownership” of what they are learning. If trips are planned, carefully design pre- and post-trip activities to maximize the educational value of the trip.
- Provide students with appropriate incentives and, once they have accomplished clearly defined goals, give them appropriate rewards. Rewards can be individualized or reflect a team or class effort and may range from material reinforcements (stickers, pencils, etc.) to psychological support, such as praise or a smile.

HOW TO USE THIS MANUAL

This manual provides a framework for two full days of mandated, ongoing staff development in methods and strategies of teaching English as a second language to intermediate school and junior high school students in special education. Staff developers who are presenting the training are free to select and stress information of immediate importance to the participants and to use their creativity to expand the activities. The aim of this manual is to improve classroom instruction and to enhance the learning of limited English proficient children with special needs.

- **FOR NEW TEACHERS**

This manual will serve as a guide and resource to new teachers who are entering the New York City public school system. New teachers assigned full responsibility for teaching special education classes are faced with a multitude of situations requiring professional expertise. This book is a partial response to these needs. New teachers can learn from the two-day training sessions and from additional study of the manual and the many references included. It is of prime importance to pair in the school setting new teachers with experienced colleagues who will provide support and assistance in implementing the techniques outlined. New teachers will develop their own teaching styles that result not only from their own ideas and their development of lessons that suit their students' particular learning styles, but also from adapting the techniques of other professionals.

- **FOR EXPERIENCED TEACHERS**

Even a very experienced special education teacher, with a background in the relevant research and with a repertoire of techniques, may not have the knowledge to teach students whose first language is not English. This manual combines ESL strategies and methods with information about special education during the intermediate and junior high years. Trainers should help participants gain insights into the education of special needs students who are in the process of learning English and should lend support to all teachers coming into contact with this population.

General education teachers in the intermediate and junior high school grades often have responsibility for teaching children with special needs who have been mainstreamed into the general school population for various subjects and activities. With training in English as a second language and special education techniques, all teachers should be able to prepare and deliver an appropriate program for students with diverse levels of ability and varied learning styles. This manual provides the latest research in the field, background descriptions of intermediate and junior high school educational programs, and actual lesson plans that may be utilized in every class.

- **FOR STAFF DEVELOPERS**

Staff developers will be selected on the basis of their expertise and experience in the areas of special education and ESL. Staff developers who are familiar with the issues and the material can act as facilitators to make the manuals especially relevant to trainees. Ample opportunity should be afforded the participants to give their own input in the form of views, observations, ideas, and concerns. Staff development sessions must be **interactive**, with continuous exchanges throughout. During the training sessions, participants can practice techniques outlined in the manuals. Trainers may lead role-playing exercises that include assuming the

characteristics of teachers, SBST members, counselors, speech therapists, parents, special education students, and administrators. Day-to-day classroom situations may be enacted. Throughout the training, it is critical for trainers to maintain a high energy level and spark discussion that is relevant, lively, and productive for all participants using the manuals.

DESIGN OF THE TWO-DAY STAFF DEVELOPMENT PROGRAM

Each *ESL Professional Development Manual for Special Education Teachers* will provide an overview of services mandated for limited English proficient students in special education. The manuals are designed for use in a two-day staff development program.

The Day One section focuses on the legal mandates concerning the provision of services to LEP students with general and special education placements. An integral part of the Day One material is a review of the assessment techniques used by teachers of LEP students, followed by a discussion of the ways in which language development can be facilitated. A special component is the description of teaching ESL through music, art and multicultural literature. Day One closes with a review of ways to develop a cooperative relationship with parents and caregivers whose first language is not English.

The Day Two section begins with an overview of the major approaches to ESL instruction and continues with a consideration of adaptations and strategies for teaching ESL in the content areas for general and special education students. A review of the techniques for developing ESL objectives for the Individualized Education Program (IEP) for LEP students precedes a series of sample ESL lessons. Day Two closes with an examination of the role that the teacher-paraprofessional team plays in providing services to LEP students and with a discussion of the peer coaching that will continue to build ESL skills after the two-day staff development program.

The Reference section begins with an English as a Second Language bibliography, including content area and supplementary materials. Educational Services for Students with Limited English Proficiency is excerpted from the Division of Special Education's *Educational Services for Students with Handicapping Conditions* (1991). Applications of Bloom's Taxonomy for LEP students, curricular and instructional adaptations for ESL in special education, examples of ESL structures, themes and functions, and a glossary of terms provide additional information and strategies.

Day One Training Objectives

Participants will:

- describe the similarities and differences between bilingual and ESL general education and special education programs.
- describe and compare procedures for the assessment of LEP students.
- be able to apply knowledge of second language acquisition and learning to the instruction of culturally and linguistically diverse exceptional students.
- develop activities that integrate music, art, and multicultural literature with ESL instruction.
- list at least five ways teachers can communicate effectively with the parents and caregivers of LEP students.

Day Two Training Objectives

Participants will:

- describe the five ESL approaches discussed and explain how each can be applied in the special education classroom.
- be able to develop sample ESL goals for an Individualized Education Program for LEP special education students.
- develop an ESL lesson that integrates ESL and the content areas using appropriate strategies and adaptations.
- describe the role of the paraprofessional as part of the educational team working with LEP special education students.

DAY ONE

BILINGUAL AND ESL

GENERAL AND SPECIAL EDUCATION PROGRAMS

This section describes the bilingual and ESL programs available for general and special education students with limited English proficiency. The information is adapted from *Guidelines for Programs under Part 154 of Commissioner's Regulations for Pupils with Limited English Proficiency*, Albany: The University of the State of New York, State Education Department, Division of Bilingual Education, 1990.

BILINGUAL PROGRAMS

Student Characteristics

- Students in bilingual programs come from homes where a language other than English is spoken as indicated on the Home Language Identification Survey (HLIS), and score at or below the 40th percentile on the English LAB.
 - These limited English proficient students come from non-English-speaking linguistic backgrounds.
 - They may be foreign born or born in the United States and come from a home in which a language other than English is spoken.
- Some limited English proficient students start kindergarten in the United States; others are continuing an education begun under an entirely different educational system.
- Some limited English proficient students are gifted; others need remediation or special educational services.
- Some limited English proficient students bring good native language skills, while others have low levels of literacy in their native language.
- All LEP students are limited in their English proficiency.

Program Characteristics

- To facilitate instructional groupings, limited English proficient students are classified by their level of English language development (beginning, intermediate, advanced, or transitional).
- The teacher uses the native language to provide instruction in the content areas and for the transfer of concepts to English.
- ESL instruction is a mandated and integral part of the bilingual program.
- Students study major subjects in their native language and in English and receive ESL instruction through the content areas.
- Students who score at or below the 40th percentile in English receive ESL instruction to develop their English language proficiency.
- Some students who score above the 40th percentile on the English LAB continue to receive instruction in the content areas using ESL methodologies in order to further their academic language proficiency and to help ensure a smooth transition into the monolingual program.

ENGLISH AS A SECOND LANGUAGE PROGRAMS

Student Characteristics

- Students who score at or below the 40th percentile on the English LAB who are entitled to bilingual services, but who are in alternate or exception placements in special education.
- Limited English proficient students are classified by their level of English language development: beginning, intermediate, advanced, or transitional.

Program Characteristics

- Students are often grouped for instructional purposes according to their level of English language proficiency, but may be grouped heterogeneously as well.
- Proficiency in English must be measured at least annually to determine further participation in the mandated ESL program.
- Effective English language instruction includes the development of four language skills: listening and comprehension, speaking, reading, and writing.
- A composite score on a standardized English reading test is also used to group students.
- Organizational patterns for ESL instruction include push-in, self-contained free standing classes, team teaching, departmentalized classes, or pull-out models.
- An ESL program is sensitive to the first languages and cultures of the students and facilitates students' integration into the culturally pluralistic mainstream.
- The ESL program addresses both social and academic English.
- ESL content area classes provide students with subject matter while simultaneously developing or strengthening English language skills through second language instructional strategies.
- Limited English proficient students must receive ESL instruction throughout the school year: a minimum of 180 minutes per week devoted to English language skills development; and 180 minutes per week of content area instruction through the use of ESL methodologies.
- As students progress in English language skills, they should be provided with a more demanding level of ESL instruction.

SPECIAL EDUCATION SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

The following three services are available to special education students of limited English proficiency:

Bilingual Instructional Services (BIS)

Student Characteristics

Students will meet the following criteria:

- be assessed and certified as having a specific disabling condition.
- score at or below the 40th percentile on the English version of the LAB.
- have limited ability to communicate in English.
- rely on native language abilities to maintain and enhance academic skills while developing English proficiency.

Program Characteristics

- An Individualized Education Program (IEP) indicates that bilingual instruction is required for specific subjects.
- Native language skills are reinforced and developed.
- Subject area instruction in the student's native language is provided as needed.
- Intensive ESL instruction is provided.
- Culturally relevant instructional materials are used.
- Curricula are parallel to those of the mainstream class.
- Teachers adapt and modify curricula to meet the needs of children with specific disabling conditions.

Alternate Placement in Special Education

Student Characteristics

Students will meet the following criteria:

- be assessed and certified as having a specific disabling condition.
- score at or below the 40th percentile on the English version of the LAB.
- have limited ability to communicate in English.
- rely on native language abilities to maintain and enhance academic skills while developing English proficiency.

Program Characteristics

- Alternate Placement programs provide for temporary placement of limited English proficient special education students when the recommended Bilingual Instructional Service is not available.
 - Alternate Placement A: A bilingual special education class is taught by a monolingual English teacher when a certified bilingual teacher is not available.
 - Alternate Placement B: A limited English proficient special education student is temporarily placed in a monolingual English class when the recommended Bilingual Instructional Service is not available.
- A bilingual paraprofessional provides native language and cultural support as recommended by the teacher.
- ESL instruction is provided by the teacher with assistance from the paraprofessional.
- Content area instruction uses ESL methodologies.
- Culturally relevant curricula and instructional materials are used.
- Teachers modify and adapt curricula to meet the needs of children with specific disabling conditions.
- Curricula are parallel to those of the mainstream class.

Exception to Bilingual Instructional Services

Student Characteristics

Students will meet the following criteria:

- score at or below the 40th percentile on the English version of the LAB.
- be identified as a limited English proficient student for whom Bilingual Instructional Services are not appropriate.
- exhibit a high level of English academic language skills.
- require the support of ESL methodologies in the content areas.

Program Characteristics

- English is the only language of instruction used in the classroom.
- Advanced ESL instruction is provided.
- Content area instruction uses ESL methodologies.
- Culturally relevant curricula and instructional materials are used.
- Curricula are parallel to those of the mainstream class.
- Teachers adapt and modify curricula to meet the needs of children with specific disabling conditions.

ESL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION TEACHERS

Special Education teachers can use a variety of ESL assessment techniques to plan instruction for limited English proficient (LEP) students. Teachers can check the student's LAB scores, review the student's records, make informal ESL assessments through observation of the student in various settings and activities, use specially designed checklists, and employ alternative assessment techniques such as portfolios and surveys. The following section explains these techniques and provides sample forms where appropriate.

LANGUAGE ASSESSMENT BATTERY (LAB)

LAB Label

A Language Assessment Battery label is computer generated for each student who takes the LAB test. The label provides important information regarding the student's scores for both Spanish and English.

| | | | | |
|------|-------------------|------------------|----------------|-------------|
| | Date of birth | District | School | OSIS# |
| Name | JORGE | PIERRE | | 00000000 |
| | 09/11/81 | M X-99-888 | GR 07 CL 181 | |
| | TOT (PCT) | NCE (RS) | TOT PCT NCE RS | |
| | ENG 1 | 1 51 | SPAN 25 36 71 | |
| | FULL LAB | MAR/94 | FORM A ENT YES | |
| | English LAB (Pct) | English LAB (RS) | Date of Test | Spanish LAB |

The English LAB percentile rank provides a gross interpretation of the student's English language skills.

- 0 - 21 = beginning level
- 22 - 40 = transitional level (The student has made progress but is still entitled to mandated programs.)

LAB Roster (or Print-Out)

Each teacher receives a LAB Roster for the students in his or her class. The LAB roster enables the teacher to see subtest information in listening, speaking, reading, and writing, depending on level:

- | | |
|-----------|---|
| Level I | Listening/Speaking or Reading/Writing (depending on grade level) |
| Level II | Listening, Reading, Writing |
| Level III | Listening, Reading, Writing |
| Level IV | Listening, Reading, Writing |

LAB subtest information is provided by the spring LAB Rosters (or print-outs).

| CLASS | NAME | N.Y.C. ID# | SEX | VERS | CAT/ STATUS | BORD M | | | DISTRICT 99 | | | SCHOOL 888 | | | GRADE 07 | | | | |
|-------|----------|------------|-----------|------|----------------|-------------|-----|-----|-------------|-----------------|-----|------------|---------------|-----|----------|---------------|-----|-----|----|
| | | | | | | TOTAL RS | PCT | NCE | PGM ENT | LISTENING RS | PCT | NCE | READING RS | PCT | NCE | WRITING RS | PCT | NCE | |
| 152 | CINCOLA | ALAN | 000000000 | M | ENG | / | 98 | 30 | 39 | YES** | 32 | 27 | 37 | 47 | 26 | 37 | 19 | 57 | 54 |
| 153 | MINEVICH | ELBA | 000000000 | F | ENG | / | 52 | 1 | 1 | YES** | 24 | 3 | 10 | 22 | 2 | 7 | 6 | 1 | 1 |
| 153 | GEMMEL | HAROLD | 000000000 | M | ENG | / | 25 | 1 | 1 | NO | 11 | 1 | 1 | 12 | 1 | 1 | 2 | 1 | 1 |

The LAB's subtest raw scores and percentile ranks provide more specific information on the student's abilities in particular language skills.

Spanish LAB

Hispanic students—determined by the Home Language Identification Survey (HLIS) and/or a Spanish surname—take the Spanish LAB upon scoring at or below the 40th percentile on the English LAB. They take the Spanish LAB only once during their school careers. The Spanish LAB score is found on the same label as the English LAB score. All LAB labels should be checked to obtain the scores.

The Spanish LAB score provides a gross indication of the student's native Spanish language skills.

- For high scorers, instruction should encourage the transfer of skills from the student's native Spanish to English. Whenever possible, native language skills should be maintained and developed.
- For low scorers, instruction should focus on developing native language skills as well as the acquisition of English.

REVIEW OF RECORDS

Each student will arrive with a special education case file. The student's file will contain the latest educational, psychological, speech, and language evaluations and the Individualized Education Program (IEP). The goals and objectives for the student are updated annually. Every special needs student is evaluated every three years.

The IEP for exceptional LEP students should include the following elements:

- the current educational program, including all related services (speech, occupational therapy, physical therapy, hearing and vision education services) that the student is receiving
- goals for the student, including adaptation to acculturation and growth in both the first and second language
- instructional objectives leading to each goal
- realistic criteria and a schedule for evaluation
- the amount of time the student will spend in the mainstream

INFORMAL ESL ASSESSMENT

Consider the following points in informal assessment when planning for collaborative learning projects, functional groupings, learning center activities, and individualized instruction. Always bear in mind each student's age, current English language proficiency, disabling condition, and cultural background.

- Observe the student informally in the classroom, cafeteria, and other social settings.
 - What language does he or she speak most often? In what contexts?
 - Does the student show a growing ability to approximate the speech of native speakers of English by incorporating a wider range of vocabulary and improving control over the structures of English?
 - Does the student sometimes self-correct?
- Use tape-recorded samples of the student's language.
 - Does the student make certain errors consistently?
 - How has the student's oral expression changed over time? Bear in mind that each student's level of maturity and cultural background should be considered.
- Observe the student's participation in games and music activities, keeping in mind his or her level of maturation and cultural background.
 - Does the student express himself or herself openly or does he or she seem reserved?
 - Does the student's limited English proficiency prevent participation in an activity?
- Use the student's drawings as a response to classroom interaction.
 - Do the drawings indicate that the student understood the activity?
 - How can the lesson be developed or modified using the information from drawings?
- Analyze the student's nonverbal, oral, or written responses by having him or her do the following:
 - Respond to directions such as "sit down," "stand up," "come here," and "read this."
 - Point in response to a comment or question such as "Where's the desk?" and "I wonder where my chalk is."
 - Select the correct picture: "Which flower is pink?" "Do you see a cat?" "Who is running?"
 - Match colors with their names, numbers with their spelling, action picture cards with their verbs, etc.
 - Classify lists of words into categories: people, objects, numbers, colors, and animals.
 - Contribute to a class language experience chart.
 - Provide a title for a language experience chart or a short story read in class.
 - Put the parts of a story into sequence.
 - Retell a story or summarize a part of the lesson.
 - Write a description of someone such as a family member.
- Observe the student's participation in and affinity for content-based activities.
 - Does the student understand the lesson or does the student appear to need review of content with greater visual support and contextualization?
 - Does the student initiate questions and comments on his or her own or does he or she wait to be called upon?
 - Does the student participate throughout the lesson? At what point in the lesson and in what subjects is the student most and least attentive?

CHECKLISTS

The Classroom Language Behaviors Checklist and the Primary English as a Second Language (ESL) Checklist for Students Entering Grades 6 to 9 are examples of informal instruments that can provide an overview of a student's receptive and expressive language skills. Samples of those checklists can be found on the following pages.

Other forms and checklists include the following and may be updated as needed:

- a biographical survey that includes the student's personal data, country of origin, ethnic background, home language, interests, hobbies, etc.
- a basic educational data checklist that appraises the student's knowledge of numbers, letters, colors, basic commands, etc.
- a reading comprehension checklist
- a writing skills checklist
- an inventory of English linguistic structures that provides the teacher with a reference tool for organizing the language needed to develop contextualized activities

Classroom Language Behaviors Checklist

Indicate frequency of behavior in English and in the other-than-English language by circling the appropriate letter in each column:

A = Always

S = Sometimes

N = Never

Teachers who do not speak the other language must leave that column blank. It will then be filled in by the bilingual team member.

| English | | | Other-Than-English Language | | | Receptive Language |
|----------------|---|---|------------------------------------|---|---|---|
| A | S | N | A | S | N | Understands verbal directions: |
| A | S | N | A | S | N | accompanied by nonverbal clues |
| A | S | N | A | S | N | accompanied by a single word |
| A | S | N | A | S | N | given in one step |
| A | S | N | A | S | N | given in multiple steps |
| A | S | N | A | S | N | Understands suggestions |
| A | S | N | A | S | N | Understands the following types of questions: |
| A | S | N | A | S | N | yes - no questions |
| A | S | N | A | S | N | choice questions |
| A | S | N | A | S | N | who, what, where, when questions |
| A | S | N | A | S | N | how and why questions |
| A | S | N | A | S | N | Understands teacher or peer discussion comments |
| A | S | N | A | S | N | Understands introduction of new information |
| A | S | N | A | S | N | Understands the following elements of a story or event: |
| A | S | N | A | S | N | main points |
| A | S | N | A | S | N | details |
| A | S | N | A | S | N | sequence |
| A | S | N | A | S | N | possible outcomes |
| A | S | N | A | S | N | cause and effect relationships |
| A | S | N | A | S | N | implications |

Classroom Language Behaviors Checklist (Continued)

| English | | | Other-Than-English Language | | | Receptive Language |
|---------|---|---|-----------------------------|---|---|---|
| | | | | | | Uses single words |
| A | S | N | A | S | N | phrases |
| A | S | N | A | S | N | simple sentences |
| A | S | N | A | S | N | complex sentences |
| A | S | N | A | S | N | Uses possessives, prepositions, plurals, and pronouns* |
| A | S | N | A | S | N | Describes pictures or experiences |
| A | S | N | A | S | N | Retells stories |
| | | | | | | Descriptions and explanations include: |
| A | S | N | A | S | N | naming |
| A | S | N | A | S | N | numbers (quantity) |
| A | S | N | A | S | N | sizes |
| A | S | N | A | S | N | colors |
| A | S | N | A | S | N | categorization |
| A | S | N | A | S | N | directional descriptor |
| A | S | N | A | S | N | comparisons |
| A | S | N | A | S | N | cause and effect terms |
| A | S | N | A | S | N | relationships between objects and people |
| A | S | N | A | S | N | Converses with teacher or peers on common topics such as, games, music, TV programs, etc. |
| | | | | | | Answers the following types of questions |
| A | S | N | A | S | N | yes - no questions |
| A | S | N | A | S | N | choice questions |
| A | S | N | A | S | N | who, what, where, when questions |
| A | S | N | A | S | N | how, why questions |
| A | S | N | A | S | N | Asks questions to request information, clarify doubts, etc. |

* For a detailed list of the target linguistic structures for ESL, see "ESL Structures, Examples, Themes, and Functions" in the Reference Section of this manual.

English as a Second Language (ESL) Checklist for Students Entering Grades 6 to 9

N.Y.C. Identification Number Entering Grade

C.S.D. School

1 3 6 15

Child's Last Name Child's First Name

16

Instructions: For each item below, rate the student by circling the appropriate number:

1 = Not yet 2 = Sometimes 3 = Most of the time

This ESL pre- and posttest checklist is designed for limited English proficient (LEP) students. The four language skills (listening, speaking, reading, and writing) are separated for ease of use, although they should always be integrated in ESL instruction.

For LEP students, a separate checklist should be used for the student's performance in the native language. Observations should be based on cultural and linguistic appropriateness and be conducted in the student's native language by qualified, culturally literate personnel.

| Listening | Pretest | | | Posttest | | |
|--|----------------|-----------|------------------|-----------------|-----------|------------------|
| | Not yet | Sometimes | Most of the time | Not yet | Sometimes | Most of the time |
| 1. Follows simple one- and two-step oral directions and instructions. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Relates illustrations of objects to sounds they make, e.g., train, bell, etc. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Identifies rhyming words. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. Responds appropriately to the stress, rhythm, and intonation patterns of English in varying contexts. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Demonstrates auditory comprehension through nonverbal responses, e.g., pointing, shaking head, selecting, locating, matching, circling, underlining, drawing. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Listens with interest and pleasure to others reading aloud. | 1 | 2 | 3 | 1 | 2 | 3 |

| | Pretest | | | Posttest | | |
|--|----------------|-----------|------------------|-----------------|-----------|------------------|
| | Not yet | Sometimes | Most of the time | Not yet | Sometimes | Most of the time |
| Listening | | | | | | |
| 7. Responds to storytelling by sequencing a set of pictures to retell a story. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Responds to speaker by contributing information and asking questions. | 1 | 2 | 3 | 1 | 2 | 3 |
| Speaking | | | | | | |
| 1. Repeats language as modeled in words, phrases, and sentences. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Participates in large and small group choral activities, e.g., singing, chanting, reciting poems. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Supplies appropriate responses to questions. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. Asks questions. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Participates in simple conversations with peers and adults. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Gives simple directions for others to follow. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. Looks at pictures and describes content. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Relates events in sequential order, such as retelling a simple story. | 1 | 2 | 3 | 1 | 2 | 3 |
| 9. Communicates possible solutions to situations or problems. | 1 | 2 | 3 | 1 | 2 | 3 |
| 10. Expresses needs and feelings. | 1 | 2 | 3 | 1 | 2 | 3 |
| 11. Relates personal experiences. | 1 | 2 | 3 | 1 | 2 | 3 |
| 12. Uses reason to persuade peers and adults. | 1 | 2 | 3 | 1 | 2 | 3 |

| Reading | Pretest | | | Posttest | | |
|---|---------|-----------|------------------|----------|-----------|------------------|
| | Not yet | Sometimes | Most of the time | Not yet | Sometimes | Most of the time |
| 1. Reads sight words, print in the environment, signs and labels. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Establishes left-to-right and top-to-bottom directionality on printed page. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Follows simple written directions. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. Matches pictures with appropriate labels. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Reads phrases and simple sentences. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Reads high-frequency words. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. Reads experience charts as dictated by class. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Follows story line involving several characters. | 1 | 2 | 3 | 1 | 2 | 3 |
| 9. Identifies main idea in a story. | 1 | 2 | 3 | 1 | 2 | 3 |
| 10. Recalls details of a story. | 1 | 2 | 3 | 1 | 2 | 3 |
| 11. Predicts next probable event in a sequence. | 1 | 2 | 3 | 1 | 2 | 3 |
| 12. Distinguishes between reality and fantasy. | 1 | 2 | 3 | 1 | 2 | 3 |
| 13. Demonstrates appreciation of repetition, rhyme, and rhythm in a variety of literary genres. | 1 | 2 | 3 | 1 | 2 | 3 |
| 14. Reads aloud to and with others from books and own stories. | 1 | 2 | 3 | 1 | 2 | 3 |
| 15. Uses contextual clues to derive meaning. | 1 | 2 | 3 | 1 | 2 | 3 |
| 16. Makes inferences from materials read. | 1 | 2 | 3 | 1 | 2 | 3 |
| 17. Reads and understands a variety of mathematical symbols, e.g., numerals, clocks, and calendars. | 1 | 2 | 3 | 1 | 2 | 3 |
| 18. Acquires and reads vocabulary relating to new concepts being learned. | 1 | 2 | 3 | 1 | 2 | 3 |
| 19. Recognizes initial sounds and letters. | 1 | 2 | 3 | 1 | 2 | 3 |

| Reading | Pretest | | | Posttest | | |
|---|---------|-----------|-------------------|----------|-----------|------------------|
| | Not yet | Sometimes | Most of the time | Not yet | Sometimes | Most of the time |
| 20. Recognizes final sounds and letters. | 1 | 2 | 3 | 1 | 2 | 3 |
| 21. Sounds out words. | 1 | 2 | 3 | 1 | 2 | 3 |
| Writing | | | | | | |
| 1. Recognizes writing as a means of communication. | 1 | 2 | 3 | 1 | 2 | 3 |
| 2. Dictates words or simple sentences to recorders in order to describe illustrations, personal experiences, etc. | 1 | 2 | 3 | 1 | 2 | 3 |
| 3. Exhibits ability to reproduce shapes. | 1 | 2 | 3 | 1 | 2 | 3 |
| 4. Copies/writes labels to identify objects and illustrations. | 1 | 2 | 3 | 1 | 2 | 3 |
| 5. Uses invented spelling. | 1 | 2 | 3 | 1 | 2 | 3 |
| 6. Knows basic spelling patterns. | 1 | 2 | 3 | 1 | 2 | 3 |
| 7. Writes grammatically correct sentences. | 1 | 2 | 3 | 1 | 2 | 3 |
| 8. Writes a cohesive paragraph. | 1 | 2 | 3 | 1 | 2 | 3 |
| 9. Participates in writing conferences and group story writing. | 1 | 2 | 3 | 1 | 2 | 3 |
| 10. Recognizes that rewriting and editing are done with a particular purpose. | 1 | 2 | 3 | 1 | 2 | 3 |
| 11. Writes simple stories with assistance from peers and adults. | 1 | 2 | 3 | 1 | 2 | 3 |
| 12. Recognizes different forms of writing (letters, reports, compositions, etc.) | 1 | 2 | 3 | 1 | 2 | 3 |
| Preprogram rater | | | Postprogram rater | | | |
| Date | | | Date | | | |

Developed by the Second Language Programs Office, Division of Bilingual Education, 1993.

ALTERNATIVE ASSESSMENT TECHNIQUES

Other assessment techniques include indirect measures of general language proficiency such as retelling a story, or more direct measures such as oral interviews, role-plays, and writing samples. One may also use performance-based assessments that ask students to complete tasks or take part in simulations. Select and adapt techniques according to age-appropriate expectations and students' English language proficiency. Use portfolios, reading files, questionnaires, and conferences to supplement your assessment of students.

- Portfolios contain samples of work that show students' progress along with comments on their work. Students choose the work they want to see included and teachers help them organize their material.
- Reading files and free reading logs record what students have read and their reactions to the materials. These files can also include a checklist of what students can read, do read, and would like to read. Materials should be varied and highly interesting; for example, they may include picture books, fairy tales, poems, signs, recipes, letters, advertisements, greeting cards, etc.
- Questionnaires and surveys can be used to collect data on students' interests, skills development, attitudinal changes, and their growing interest in school-related communication.
- Student-teacher conferences focus on progress and language development.

TEACHER SELF-ASSESSMENT

While this section has emphasized assessment of the LEP student, you should not forget the importance of self-assessment.

The following checklist will help you evaluate your lesson planning in ESL and the content areas.

Lesson Planning Checklist

Date _____

Unit _____

I. Developing a Common Base of Understanding

- Direct experiences: films, videos
- Teacher models: demonstrations, read-aloud
- Brainstorming
- Charts, study prints, concrete objects
- Role-playing

II. Active Participation

- Movement
- Hands-on activities, self-discovery
- Total Physical Response

III. Organizing Information

- Categorizing
- Summarizing
- Mapping
- Charting
- Graphing
- Illustrating or showing pictorially

IV. Direct Teaching of Skills, Concepts, and Vocabulary

- Use of writing patterns
- Focus on vocabulary meaning
- Decoding skills
- Role-playing

V. Whole Language Approaches: Whole to Part

- Rhythmic, patterned material (story and poetry patterns)
- Chants, songs
- Repetition and review

VI. Negotiating Meaning from Language and Text in Groups or Pairs

- Cooperative groups
- Peer tutoring
- Cross-age tutoring

VII. Modifying Teacher Approaches

- Paraphrasing
- Gesturing
- Slightly slower pace

VIII. Promoting Self-Esteem through Cross-Cultural Awareness

- Multicultural activities
- Parent involvement

FACILITATING LANGUAGE DEVELOPMENT

Many students in the New York City public schools come from backgrounds in which a language other than standard American English is spoken. It is helpful, therefore, for every teacher to be familiar with the cognitive and affective needs of second-language learners.

DIMENSIONS OF LANGUAGE PROFICIENCY

Teachers of LEP students need to be aware that there are two types of English language proficiency: social and academic. These are called Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), respectively. The following table outlines the important characteristics of each kind of proficiency.

**Basic Interpersonal Communication Skills
Compared to Cognitive Academic Language Proficiency***

| Basic Interpersonal Communication Skills | Cognitive Academic Language Proficiency |
|---|--|
| <ul style="list-style-type: none"> • universal aspects of language, normally acquired by all native speakers of any language | <ul style="list-style-type: none"> • associated with literacy and cognitive development |
| <ul style="list-style-type: none"> • developed in most children in their first language by age six | <ul style="list-style-type: none"> • required for going beyond ordinary social communication |
| <ul style="list-style-type: none"> • needed for everyday, face-to-face communications (e.g., personal and social situations) | <ul style="list-style-type: none"> • needed for reasoning, problem solving, or other cognitive processes |
| <ul style="list-style-type: none"> • occur in clear and generally concrete contexts | <ul style="list-style-type: none"> • cognitively demanding and occurring in decontextualized situations |
| <ul style="list-style-type: none"> • not necessarily related to academic success | <ul style="list-style-type: none"> • required for academic achievement |
| <ul style="list-style-type: none"> • may take up to two years to develop in a student's second language | <ul style="list-style-type: none"> • may take between five and seven years to develop in a second language (depending on first language CALP, student's age, and other variables) |
| | <ul style="list-style-type: none"> • when developed in a first language, contributes to the development of CALP in a second language |

* From James Cummins, "Empirical and Theoretical Underpinnings of Bilingual Education," *Journal of Education*, 163 (1981): 16-49.

FIRST LANGUAGE ACQUISITION AND THE LEP STUDENT

Several crucial factors provide students with the linguistic and academic skills necessary for achieving in school and for effectively participating in society. These factors support instruction in a bilingual program that includes native language communication arts, content area instruction, and ESL instruction. The factors are explained below, along with some helpful teaching concepts,

- Development of the native language (L1) is important to a child's psychological, linguistic, and cognitive well-being.
- The native language and the second language (L2) are complementary rather than mutually exclusive. The native language and the second language share certain basic characteristics—the universal aspects of language that are normally acquired by all native speakers.
- Native language proficiency, moreover, is a powerful predictor of successful second language development. When fluency and literacy are developed in L1, L2 is acquired more efficiently and effectively because these basic language proficiencies have already been mastered once.
- Cognitive skills are developed more easily in the language a child knows best (L1). These skills then transfer relatively easily to English (L2). To develop academic skills, students must be able to understand the content and concepts that are introduced in the classroom. For LEP students, this comprehension depends in part on the prior development of higher order thinking skills in L1.
- LEP students progress academically in L1 as they learn English (L2). Since language learning is a process, students in bilingual programs are taught content and reasoning skills in a language they know and can manipulate while they learn English, eventually being able to learn subject matter in English. Second language learners acquire information more easily when the language used is one they can comprehend.

Understanding the difference between cognitive academic language and basic interpersonal communication skills is crucial. To illustrate how such an understanding works in the teaching of LEP students, one can look at the teaching of reading. Reading is a complex skill that involves decoding written symbols; forming and using concepts; predicting the order of words; and exploring, extending, and interpreting meaning. Because these abilities depend on previous linguistic knowledge and cultural experiences, LEP students initially progress faster at becoming skilled readers in L1 than they do in English. As reading skills are mastered in L1, they can be readily transferred to English. A student does not have to “learn to read” every time a new language is learned. This fact also holds true for advancement in academic skills such as conceptualizing and drawing inferences.

Teachers of LEP students should keep the following suggestions in mind:

- Encourage parents to share native language literacy experiences (reading aloud, creating stories) with their children. It is counterproductive to insist that parents who are themselves in the process of acquiring the English language use only English. This course of action decreases the quality and quantity of parent-child interaction and provides a less elaborate model of speech and literacy to children.
- Encourage the schools serving LEP students to explore various avenues for using the home language of their students to engage parents in the schooling of their children.
- Communicate to students and parents the belief that bilingualism is a special achievement, one that is valuable to society. This idea applies to native speakers of English as well.

- Always try to ascertain each student's level of L1 literacy and academic preparation as a key to planning your ESL linguistic and content area instruction.

FOUR LEVELS OF LANGUAGE ACQUISITION

Language is acquired in four stages: preproduction, early production, speech emergence, and intermediate fluency.* All levels of language acquisition require comprehensible input (contextualized language) to clarify meaning. By correctly identifying each student's level of language acquisition, you can select the appropriate stimuli for prompting successful communication with every student.

Second language acquisition often occurs when new vocabulary, phrases, and communicative text are clarified by gestures, facial expressions, body movements, realia (actual objects), pictures, illustrations, photographs, diagrams, maps, etc. Language input is thus made comprehensible. The four levels of language acquisition are described below, along with considerations for their instructional support.

Preproduction

In this first stage, students are not yet speaking the new language. They depend on modeling, gesturing, visuals, and context clues to obtain meaning. Students also convey meaning with gestures and actions. The focus is on comprehension while students develop listening strategies that will later form the basis for production.

Considerations for instructional support:

- Provide a great deal of comprehensible input—language made understandable to students through strong contextualization and use of visuals, gestures, and realia.
- Reinforce new language through a variety of interesting and meaningful learning experiences.
- Focus lessons on developing a large receptive vocabulary—words and phrases students understand even though they are not ready to produce it.
- Remember that students will learn key listening strategies during this silent period, thus preparing themselves for speech production in later stages.
- Be patient: preproduction usually lasts from a few weeks to several months.
- Expose students to printed materials even though they are not yet able to read long passages for comprehension.

Early Production

After the initial listening phase, students begin to produce words that they have often heard. However, they produce no more than isolated words in response to comprehensible input. For example, students begin to answer “yes” or “no” to specific questions. Also, they may answer in a short response that includes a familiar vocabulary word. Design activities to produce vocabulary and language structures that students already understand.

Considerations for instructional support:

- Continue to provide comprehensible input to expand receptive vocabulary.

*Krashen, Stephen D. and Tracy D. Terrell. *The Natural Approach: Language Acquisition in the Classroom*. Haywood, CA: Alemany Press, 1983.

- Encourage students through meaningful language activities to produce the vocabulary they have learned.
- Contextualize ESL activities (rather than give grammar and pronunciation drills) to motivate students to risk error.
- Introduce ESL reading and writing strategies at this stage.

Speech Emergence

After students have acquired a limited vocabulary, they respond in short phrases or sentences. Eventually, they begin to use longer sentences and respond to literal statements and simple questions. However, student errors are still very common. Bear in mind that students comprehend much more than they produce.

Considerations for instructional support:

- Continue to expand students' receptive and productive vocabularies.
- Introduce content area vocabulary. Many students may be ready to read content area materials with controlled vocabulary and illustrations.
- Encourage students through activities to use language in more complex ways.
- Model language that is purposeful, meaningful, and whole.
- Model appropriate responses rather than overtly correcting errors.
- Include in your lesson plan experience charts, graphic organizers (e.g., grids, diagrams, charts), and literature to develop all four language skills (listening, speaking, reading, writing).
- Enhance student confidence and English language proficiency through cooperative learning groups.

Intermediate Fluency

In this stage, students begin to engage in conversation and produce full sentences and connected narratives. Students are challenged to produce responses that require creativity, critical thinking skills, and complete sentence structures. More advanced reading and writing activities are incorporated into lessons.

Considerations for instructional support:

- Target content areas and higher levels of language use in your lessons.
- Incorporate reading and writing activities in all lessons to strengthen reading and writing skills, which are developing rapidly at this stage.
- Continue to use visuals, realia, hands-on activities, cooperative learning and graphic organizers to support second language acquisition.

Staff Development Activity: Identifying the Stages of Language Acquisition

Instructions: Study the following teacher-student interactions. Determine the student's English acquisition stage. Note how gestures, realia, and visuals are integrated to facilitate meaning.

A. TEACHER

(Model actions.)

These are my eyes. I see with my eyes. My eyes are brown. Point to your eyes.

(Demonstrate as commands are given.)

Kim, put your hands on your nose.
Miguel, put your hands on your ears.
Sara, show us your mouth.

(Point to a part of your face.)

Han is pointing to his eyes.
Peter is pointing to his ears.
Ana is pointing to her nose.
Is Lin showing us his mouth?

(Show pictures.)

This boy is smelling a flower.
Mmm, it smells nice. Does he smell the flower with his ears?

Stage of language acquisition: _____

Rationale: _____

B. TEACHER

We can use our senses for many things. Let's see what we can find out with our senses. *(Show illustration.)*
What is the boy doing with his nose?

Yes. He's smelling the flower. We can smell the flower with our nose. We can look at it with our eyes and touch it with our hands. What do our eyes and hands tell us about the flower?

Yes. The flower is yellow and white and it has smooth green leaves. We can touch them and feel how smooth they are. What else can we say about the leaves?

Yes. What other things are smooth?

Stage of language acquisition: _____

Rationale: _____

STUDENTS

(Students point to their eyes.)

(Students perform the commands.)

(Students nod "Yes.")

(Students shake heads "No.")

STUDENTS

Smell the flower.
He smelling the flower.

It is white and yellow.
Leaves are green.

They feel smooth.

My face.
My cat fur.

C. TEACHER

(Display realia or visuals and points.)

Look. Here are some flowers.
They are white and yellow.
They have green leaves.
Mmm, they smell nice.
Do you like to smell flowers?

(Display realia or visuals and points.)

Mmm, this flower smells nice. Kim, smell the flower.
What else do we know about the flower? Here are the petals. These are the leaves. Are the leaves green or red?

We can use our senses to learn.

Can you see a flower?
Can you smell a flower?
Can you hear a flower?
Can you touch a flower?

Stage of language acquisition: _____

Rationale: _____

STUDENTS

Yes.
I do.
Sometimes.

Green.
Green leaves.

Yes, you can.
Yes, sometimes.
No hear.
Yes, soft flower.

D. TEACHER

We learn about the world with our senses. We can see and hear and touch and taste and smell. *(Points to eyes, ears, hands, mouth, and nose, respectively, while using an orange for demonstration purposes.)* How do our senses tell us about food?

Yes. We can use our senses to find out about things. We know if food tastes good. What do we know about an orange?

Right. We can use our nose and eyes and mouth to know about an orange. What other fruits do you like to eat?

Let's write a story about fruits we know. How can we start our story?

Stage of language acquisition: _____

Rationale: _____

STUDENTS

We can feel if something is smooth.
I can see the color.
We can taste the flavor.
We can smell the aroma.

It tastes sweet.
That orange is very big.
Oranges have seeds.

I like mangoes.
I like to eat bananas.
I love strawberries.

(Students work together to write a story. They make a big book with illustrations, including fruits from their countries.)

Illustrations for Interactions A, B, and C



CREATING A CLIMATE FOR LANGUAGE ACQUISITION

A second language might be acquired best in communication-based settings that are rich in comprehensible input, provide a low-anxiety atmosphere, and value the learner's cultural background.

Baca and Cervantes
Bilingual Special Education Interface, 1989

As Baca and Cervantes note, the learning environment is an important element in language acquisition. Yet limited English proficient students with special needs not only require support from the learning environment, but also the teacher must adapt instruction to meet each student's individual needs. Remember that all students need to work from a foundation that values the culture, language, and experiences they bring to the classroom setting.

Set Up a Stress-Free Environment and Nurture Self-Esteem

- Show interest in the students, their language, and their culture.
- Make students feel secure.
- Allow them to speak in their own language.
- Avoid forcing them to speak.
- Make students feel that they should not be embarrassed or ashamed of their errors.
- Accept gestures, pantomime, or drawings whenever possible.
- Don't overcorrect grammatical or pronunciation errors. Model appropriate language to provide students with feedback.
- Continually reinforce students' progress.
- Encourage students to share their backgrounds and cultures.

Provide Plenty of Comprehensible Input

Communicate Effectively:

- Use clear, predictable language.
- Speak slowly.
- Reduce the use of idioms.
- Use the active voice and affirmative sentences.
- Monitor sentence length; don't make sentences too long.
- Simplify vocabulary whenever possible.
- Use linguistic cues or attention-getters.
- Use key words.
- Focus the exchange on the here-and-now.
- Expand the one- or two-word sentences that students produce.

Use Nonverbal Cues:

- Use plenty of visual cues.
- Act out material or use gestures to communicate meaning.
- Use contextual cues.
- Use more than one method of communication: speech, writing, gestures, facial expressions, etc.
- Check often to make sure children understand what you are communicating.
- Allow some time for students to hear, understand, and formulate their responses.
- Give feedback.

Maximize Students' Exposure to Natural Communication

- Surround students with real language used for real purposes by real people.
- Present language as a “whole” and in context.
- Focus on meaning, not form.
- Avoid criticizing students.
- Encourage participation.
- Encourage students to learn from their peers.
- View errors as a normal part of learning.
- Make cooperative learning an important part of the program.

Integrate the Students' Cultural Backgrounds into the Curriculum

- Remember that all students come to school with their own cultural and linguistic traditions.
- Be aware that one role of the teacher is to help children understand and value the contributions of diverse cultures to American society.
- Incorporate cultural elements into all curricular areas and all parts of the learning environment.
- Be sure that activities and materials reflect students' cultural backgrounds.
- Avoid making culturally biased assumptions about students.

FACILITATING TEACHER-STUDENT INTERACTION BY SENDING A MESSAGE

Students may not understand what you are trying to communicate to them at first. You should provide additional clues, along with the verbal message, to clarify the intended meaning.

Use the following strategies to clarify meaning:

- Provide a modified message at a normal rate of speed and use appropriate gestures to convey meaning. Repeat the message more slowly, enunciating the word boundaries more clearly. Do not use stilted speech.
- Provide contextual support such as illustrations (especially for younger students), objects, or visual aids.
- Rephrase the verbal message. Emphasize specific key words.
- Repeat the same verbal message and add geographical clues (“on my desk”), temporal clues (“before lunch”), or logistical clues by moving or rearranging the materials being used or by moving the student directly into the situation.
- If meaning has still not been communicated, use the word(s) in the student's language, or use a peer or a paraprofessional as an interpreter. Then move back to English, repeat the message, and move on to the next item.

FACILITATING TEACHER-STUDENT INTERACTION BY RECEIVING A MESSAGE

Demonstrate real evidence of caring about receiving the student's message. Some procedures that can achieve this are the following:

- Listen carefully to students and keep your facial expression neutral.
- If you understand only one or two words, identify them and let the student know what you have understood. Then ask for more information. For example, “I know you are talking about _____.” “Tell me the rest again.” “What about _____?”

- Identify the intended physical context as a clue to decoding the message: “Are you talking about something here?” “Are you talking about something at home?”
- Ask the student to rephrase the statement in order to increase your comprehension: “Can you say that another way?”
- When you understand the meaning, restate it in correct linguistic form, be it a phrase or sentence, and encourage the student to repeat it.
- When you have misunderstood a student’s intended message, it may be appropriate to explain your confusion. This technique is particularly appropriate with an older student or one who has developed sufficient English skills. For example, “I thought you wanted the stapler, but you called it a ‘clipser.’” You can write and model the appropriate form. Encourage, don’t force, the student to repeat it.

Encourage the student to continue the dialogue as long as possible whenever the interaction is aimed at understanding meaning. Also, use pictures or contextual support to aid comprehension.

Know that some students may have to be taught how they can help you understand what they are saying. Mostly they will learn this through watching your handling of situations. Look for and help bring about situations that require students to do the following:

- Develop a need to communicate.
- Learn how to provide additional clues such as pointing, acting out, drawing, finding and manipulating visuals, etc.
- Be patient with the teacher’s or a student’s lack of understanding.
- Take responsibility for getting the message across.

SELECTING ESL MATERIALS

When selecting materials to be used with limited English proficient students, consider the following points:

- Is the format of the material appropriate?
 - Are the linguistic items appropriate for each level of ESL in the series?
 - Do the activities and worksheets provide meaningful contexts for language use?
 - Do the activities and worksheets integrate listening, speaking, reading, and writing?
 - Are the illustrations clear and appropriate?
 - Do the activities call for student performance upon which teacher evaluation can be based?
- Is the material geared to student needs?
 - Are the cognitive skills and concepts clear, consistent, and appropriate to grade level?
 - Are the linguistic items easily understandable?
 - Are the activities both experientially based and student-centered?
 - Do the worksheets provide meaningful follow-up for the activities?
 - Is the methodology sufficiently diversified so that various learning styles are accommodated?

- Is the content of the material appropriate?
 - Do the activities provide for instruction that develops the stated cognitive and linguistic skills and concepts?
 - Do the activities reinforce the general curriculum?
 - Is the content culturally diverse?
 - Is the context free of stereotyped views of women, minorities, and people with exceptionalities?

TEACHING ESL THROUGH MUSIC, ART, AND MULTICULTURAL LITERATURE

TEACHING ESL THROUGH MUSIC

*Why Music in the ESL Classroom?**

M — Music is meaningful.

- Throughout the ages and in many cultures, music has been a powerful tool for teaching children about their world.
- As students work with music, games, dance, and movement, they develop listening skills, learn to follow directions, practice commands, learn new vocabulary, etc.
- Students experience the natural flow of language as they sing and learn about people, events, feelings, and things.
- While enjoying songs, students become familiar with the sound system of English as well as its stress, rhythm, and intonation patterns.
- Music provides practical, nonthreatening, “hands-on” experience with language.

U — Music is universal.

- Music transcends cultural differences.
- Students learn about other cultures through music and customs.
- Music can help students adjust to a new linguistic and cultural environment.
- Music invites learners to become a part of the group by singing, moving, dancing, and having fun.

S — Music promotes a feeling of success.

- Students of varying abilities and backgrounds achieve success in making music.
- Students who may not experience success in other curricular areas can experience success by making music. Once success is experienced with music, the student may begin to seek that same success across the curriculum.
- Students with many special needs are taught, comforted, and entertained by music.

I — Music creates opportunities for ingenuity.

- Music provides teachers and students with opportunities for creativity in song writing, improvisation, choreography, and drama.
- Students can create, explore, and envision through music. Mental visualization and imagery arise naturally out of experiences of music.

C — Music is communication.

- Music is a universal language: the meaning of rhythm and melody are understood by all students, regardless of their linguistic background.

* Adapted from: Osman, Alice and Laurie Wellman. *Hey, Teacher, How Come They're Singing in the Other Class?* Albany, NY: New York State Education Department, Bureau of Bilingual Education, 1978.

- Music provides an excellent means of introducing and practicing English vocabulary and structures and applying them to real and meaningful situations.
- Music helps students develop good listening skills by providing built-in motivation to comprehend.
- Through singing, role-playing, and dancing, students become familiar with everyday English greetings, questions, directions, expressions, idioms, etc.

Using Music in the ESL Classroom

Use the following strategies to integrate music into ESL lessons:

- If you feel insecure about your musical talent, use records or tapes. Involve students in song presentation by letting them use simple rhythm instruments, like the tambourine.
- Let students use their own intuition about the grammar, vocabulary, and pronunciation of song lyrics. Correct them only when errors interfere with meaning.
- To support comprehension, provide illustrated song sheets or a chart with the lyrics.
- Introduce each song in its entirety. Give students several opportunities to become familiar with the tune and the words. Encourage them to tap, clap, or hum along with the music.
- Explain vocabulary and phrases that are still unclear to students after repeated exposure to the entire song. Approach explaining the lyrics by using sentences or complete units of thought.
- Play a variety of musical styles and ask students which they prefer (rock, rap, reggae, etc.).
- Make singing practice brief and spontaneous. It should not seem like work. Do not force a reluctant student to sing.
- Divide the group into sections for rounds or two-part songs. Choose student leaders for each section.
- Encourage students to participate further by pantomiming songs.
- Encourage students to write original lyrics to songs. Students can write individually, in groups, or with your help.
- Use songs as a follow-up activity to the introduction of a new structure, or as a motivation for a lesson introducing a new structure or new vocabulary.

Selecting Appropriate Songs

Using songs in the ESL classroom can be both educational and enjoyable. However, to ensure the pedagogical value of a song, choose songs that have the following characteristics:

- are rhythmically and melodically simple and easy to learn
- have repetitive lyrics or an easy-to-learn chorus
- aid in teaching grammar, pronunciation, vocabulary, or culture
- have lyrics representative of standard spoken English
- respond to students' interests

Jazz Chants

Although jazz chanting's primary purpose is the improvement of speaking and listening comprehension skills, it also works extremely well in reinforcing specific grammar and pronunciation patterns. Jazz chants are designed to teach the natural rhythm, stress, and intonation patterns of conversational American English.

Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the selection of a particular rhythm, stress, and intonation in spoken language is essential for the expression of the speaker's feelings and intent. The dynamic rhythms of jazz provide motivation for learning about this aspect of language. A good source for jazz chants is *Jazz Chants for Children* by Carolyn Graham (New York: Oxford University Press, 1979).

When presenting jazz chants, use the following steps.

- Explain the situational context of the chant, using either visual cues, the students' native language, or very simple English.
- Play for the students the first presentation of the chant on the cassette.
- Have students repeat any difficult sounds or particularly new or difficult structures.
- Encourage students to repeat each line of the chant after you.
- Have students listen again to the solo presentation of the chant on the cassette.
- Encourage students to respond with the group on the cassette.
- Play the group presentation again, this time dividing the class into two groups, one taking the role of the teacher and one taking the role of the chorus. This approach provides an opportunity both to ask and to answer the dialogue of the chant.

Suggested Resources for Music and Jazz Chants in ESL Lessons

Claire, Elizabeth. *ESL Teacher's Activities Kit*. Englewood Cliffs, NJ: Prentice Hall, 1988.

Graham, Carolyn. *Big Chants: I Went Walking*. New York: Harcourt Brace Jovanovich, 1991.

— — —. *The Chocolate Cake*. Englewood Cliffs, NJ: Prentice Hall, 1992.

— — —. *Singing, Chanting, Telling Tales*. Englewood Cliffs, NJ: Prentice Hall, 1992.

Let's Write a Song. Woodside, NY: Music Plus Program, 1991.

Multicultural Sing Along: Big Book Program, Level C. Reading, MA: Addison Wesley, 1991.

Schneider, Bob. *Sharing a Song*. Reading, MA: Addison-Wesley, 1986.

Sing, Sign, and Learn. Ocala, FL: Sing, Sign and Learn Press, 1991.

TEACHING ESL THROUGH ART

Art is a universal means of communication. Art can convey facts, ideas, and emotions although it does not depend on pronunciation, vocabulary, or grammar. In fact, people can communicate to a wider range of people through art than through language.

Art experiences are invaluable tools in facilitating the second language acquisition process. A wide variety of art activities in ESL instruction provides the learner with the following:

- a means of communicating and sharing cultural backgrounds through drawing and through illustrating portions of cooperative projects
- a way to objectify feelings and ideas
- opportunities for demonstrating receptive language
- a greater relaxation about and openness to learning
- opportunities for reinforcing vocabulary and grammar
- stimulation and expansion of expressive language
- a means of self-expression
- opportunities for releasing feelings constructively

Try to present English for the students to practice while they're engaged in art activities. The following strategies will help:

- Choose activities that will be relevant to students' interests and experiences.
- Introduce vocabulary connected with the activity while students are working on the project.
- Ask questions that require only pointing, one-word, or yes or no answers. Answer your own questions if necessary after an extended "wait time."
- Be enthusiastic about students' language contributions and their work.
- Have students talk about their projects.
- Read the class a story that is thematically related to the activity.
- Have students create a language experience chart connected with the activity.
- Engage in the activity, talking about the actions and objects involved in it as you are doing it. With some activities, demonstrate the entire project first and then have students complete it as you comment on their actions. Other projects work better if students follow the teacher step by step.
- Give value to the finished product by using it in a larger project, decorating the classroom with it, displaying it, etc.

Art activities can also include trips to museums or visits from artists representative of students' cultural backgrounds or whose work concerns their cultural experiences.

Photography and ESL Instruction

Dr. Nancy Cloud, a specialist in combining ESL and Special Education, has suggested in various articles the following photography activities for use in ESL lessons:

- Take action pictures (at the playground, on a class trip, etc.), put them in sequence, and write or talk about them.
- Take pictures of different stages of a process (a meal, a game). Describe the process orally or in writing.
- Collect baby and childhood pictures. Write or talk about the photos.
- Have students use a camera for a unit on "My Family and Friends." Combine student stories for a classroom book. Emphasize students' diverse cultural backgrounds.

- Have students bring in pictures of their families; then have them write or talk about each member.
- Have students take photographs of a holiday or religious or cultural event. Have them write or tell about the experience.
- Take pictures that depict mood or expression. Write or talk about the story behind the mood expressed.
- Take photographs of an art exhibit. Have students write or describe each entry. They can also make a guidebook to the exhibit.
- Take students to a shopping mall, food store, garage, or outdoor festival. Have them write a story about what they see there and illustrate the story with photographs.
- Ask students to choose an occupation that interests them. Arrange for them to spend some time with someone who has that job; take photographs of that person at work; and write a story or tell the class about the experience. (This is a good way to get parents and caregivers involved).
- Create a news magazine. Have each student contribute to a different section. Use photographs to illustrate each topic.

Suggested Resources for Art in ESL Lessons

Christison, Mary Ann and Sharon Bassano. *Purple Cows & Potato Chips: Multi-Sensory Language Acquisition Activities*. Hayward, CA: Alemany Press, 1987.

Claire, Elizabeth. *ESL Teacher's Activities Kit*. Englewood Cliffs, NJ: Prentice Hall, 1988.

Griswold, Vera Jo and Judith Starke. *Multicultural Art Projects*. Colorado: Love Publishing Co., 1987.

SAMPLE LESSON: TEACHING ENGLISH THROUGH FINE ART PRINTS

Pablo Picasso, The Three Musicians, 1921

Lesson Content

Vocabulary

| | | |
|-------------|---------------|------------|
| musicians | instruments | line |
| guitar | Pablo Picasso | movement |
| clarinet | cubism | dark/light |
| music stand | abstract art | shades |

Shapes

| | | |
|-----------|--------|------------|
| triangle | curves | diagonal |
| rectangle | angles | horizontal |
| square | round | vertical |
| circle | curve | pattern |
| diamond | sharp | geometry |

Commands

| | |
|----------|------------------------------|
| Point to | <i>Strum</i> the guitar. |
| Show me | <i>Show</i> me the clarinet. |
| Touch | <i>Listen</i> to the music. |
| Give me | <i>Hold</i> the music book. |
| Put | <i>Trace</i> the notes. |

Questions

- How many musicians are there?
- How many instruments do you see?
- What are the names of the instruments?
- What colors are in this painting?
- What shapes do you see?
- What animals do you see? Where are they?
- What kind of music do you think they are playing?

Lesson Sequence

Listening Comprehension

With objects:

Point to
a round shape.
a diamond.

Trace
a curve.
the clarinet.
a diagonal line.

Show me
the dog.
two triangular heads.

With the painting:

Introduction:

This is a cubist painting.
It uses geometrical shapes.
The painter is Pablo Picasso.
He is from Spain

Language Production

Questions:

Why is this called a cubist painting?
Why do you think the musicians are playing?
Where do you think they're playing?
What time of day is it?
How does the painting make you feel?

Resources:

Children's Museum of Manhattan

Museo del Barrio

Museum of Modern Art

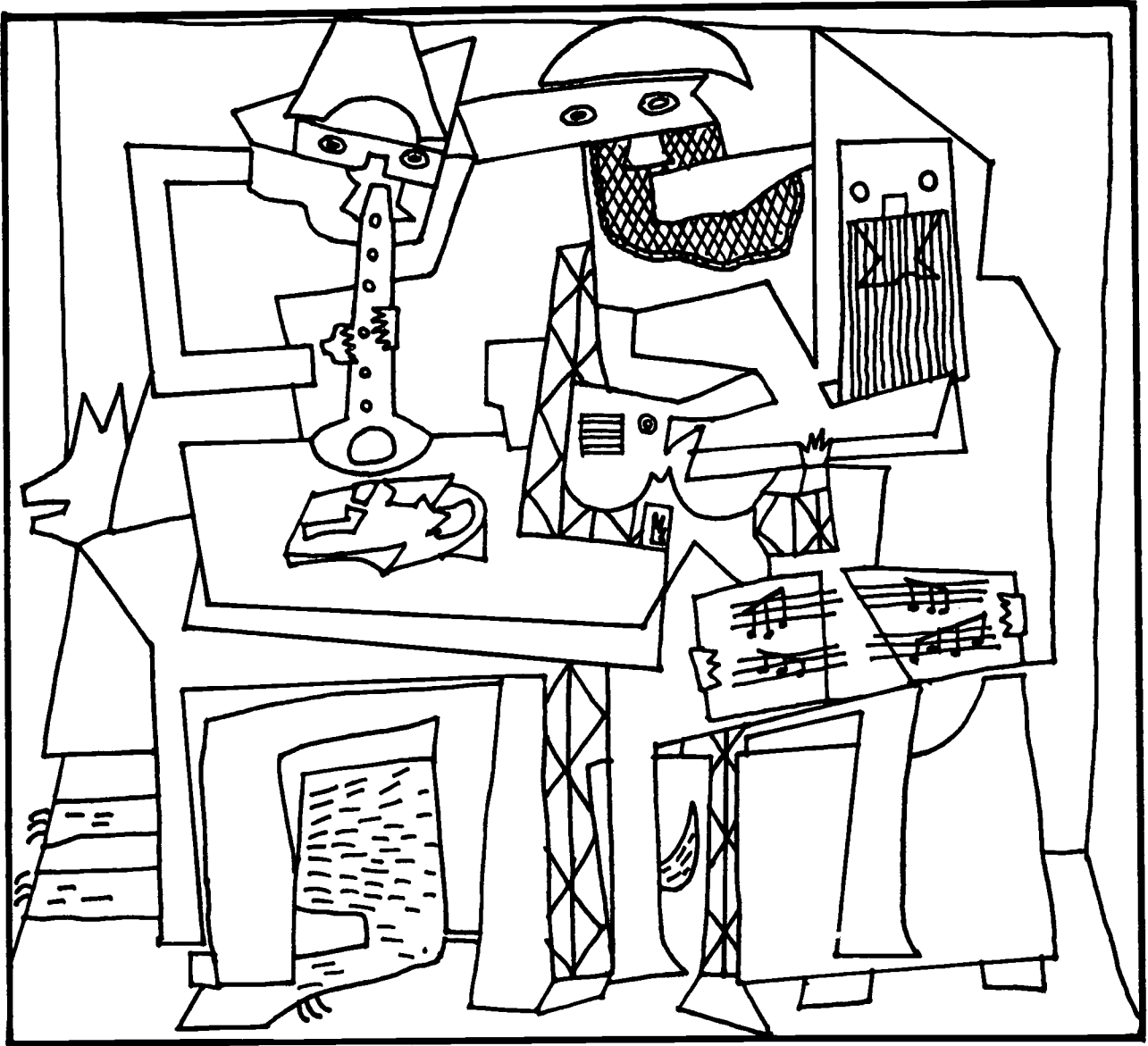
Metropolitan Museum

Chinese Cultural Center

Studio Museum of Harlem

Brooklyn Children's Museum

Transit Museum



TEACHING ESL THROUGH MULTICULTURAL LITERATURE

Contemporary American society is made up of people from many different cultural backgrounds; thus, any effective educational program in today's schools will reflect this cultural diversity. Students bring their rich cultural and linguistic backgrounds with them to the classroom. They interpret events, themselves, their world, and learning through the eyes of their culture. At the same time, being exposed to the beauty and power of cultural diversity encourages students to acquire a broader, clearer sense of the world and its people.

Culture is not a superficial aspect of instruction: it affects student performance in significant ways. Students' norms and values, which guide their behavior and help them to interpret the behavior of others, are culturally determined. Culture also determines the students' learning styles. The cultures of the students must be incorporated into all curricular areas and all aspects of the learning environment.

Literature, a major vehicle of culture, is one of the most effective and readily available language teaching materials for students of all ages. Integrating literature that reflects students' various cultures into the different curricula serves to enhance the development of the listening, speaking, reading, and writing skills of ESL students while creating many positive and enjoyable experiences.

Some suggested strategies for incorporating literature into ESL instruction are discussed below.

Reading Aloud

Research has demonstrated that the most significant factor leading to literacy is being read to. The benefits of this type of interaction, usually between a parent or caregiver and a child, apply to the classroom setting as well. For ESL students, the benefits of being read to are even further enhanced through the use of predictable patterns, repeated words, and rhyme—three key elements for making the children's experience of being read to a success.

The following are benefits from reading aloud to children:

- development of the child's listening comprehension
- opportunity for overall language acquisition
- a pleasurable experience for the listener and reader
- bonding between the listener and reader
- an awakening of the child's imagination
- exposure to books beyond the child's skill and level
- an introduction for the child to the world of literature
- easy integration of literature into any subject area

These benefits are of particular importance to LEP students because they provide linguistic, academic, and affective support.

Use the following strategies when reading aloud:

- Set aside a regular time for reading aloud.
- Limit your read-aloud sessions to between 5 and 15 minutes.
- Read slowly, with appropriate tone and gestures.

- Paraphrase as needed to maintain comprehension and interest.
- Know how the book fits into your instructional program.
- Encourage student discussion.

When selecting a book, ask yourself the following:

- Will my students like the book?
- Does the book relate to something I'm teaching? Does it help meet one of my instructional goals?
- Is the book age-appropriate?
- Is the plot easy to follow?
- Do the illustrations clearly support the text?
- Is the book large enough to be seen easily by a group?
- Does the book contain predictable language patterns or rhymes?
- Do the grammatical structures in the text promote language learning at a level high enough to challenge the students?
- Does the book use natural, short bits of dialogue?
- Does the book make use of experiences familiar to the students?
- Does it enhance cross-cultural awareness and sensitivity?

Storytelling

Storytelling is an effective listening activity when implemented systematically. The same story should be told over and over, using a wealth of visuals to illustrate each item and event mentioned. As students progress, the structures and vocabulary in each telling of the story can be extended.

The most effective learning takes place when students are actively involved in the lesson and understand the language they hear. Encourage physical responses from the students to engage them in the lessons, especially at the initial listening stage. Some of the responses will be prompted by your specific commands, others will be spontaneous. You can call upon students to:

- point to various story characters and objects when they hear them named,
- match objects to characters,
- use gestures appropriate to the text,
- pantomime the story, and
- supply sound effects.

These procedures serve to reinforce the language structures introduced and to maintain students' interest.

The best stories for this kind of activity contain a great deal of repetition. Although most trade books are too advanced in sentence structures and vocabulary for LEP students, you can still use them by rewording the story, using short sentences and basic vocabulary. Make sure the

illustrations are clear, simple, and unambiguous enough to support the text, but interesting enough to meet the needs of the target age group.

Create an interesting ESL environment in which students are motivated to communicate and in which they feel comfortable responding in English. Of primary importance during the ESL lesson is practice time in listening comprehension. Offer varied and meaningful listening experiences. Also try to cultivate in the students the desire and need to communicate in the second language. You will notice that speaking skills develop as naturally in a second language as in a first language. The third crucial factor is to be supportive. Keep the emphasis on communication, not on grammatical correctness.

Initial verbalization is spontaneous for students listening to stories. As a story becomes familiar to them, many students will call out the names of the characters or complete the teacher's sentences. This type of interaction should be encouraged.

Be aware that, in the progression of language acquisition, students will initially respond in one-word utterances. They should not be expected or required to speak in complete sentences; rather, they should be encouraged to simulate natural speech. For example, in conversational English, questions are often answered in phrases, not sentences.

Remember that, although students may understand complete sentences and be able to distinguish between correct and incorrect statements, they may not be able to generate correct structures. The receptive skills of listening and reading precede the productive skills of speaking and writing. So, rather than making direct corrections, you can help students express themselves by modeling and expanding their statements.

Storytelling activities proceed naturally from listening to speaking. Students should be asked to accomplish progressively more complex tasks. You can ask them to do the following activities:

- Put pictures in sequence.
- Name characters and objects in the story.
- Complete the teacher's sentences.
- Ask and answer questions.
- Describe and compare characters.
- Retell a story.
- Dramatize a story.
- Sing songs and recite poems on related topics.

Wordless Books

Wordless books can be used as part of the initiation into the reading process for LEP students. By careful selection of books based on interest level, visuals, and the implicit story line, you can motivate students to become more interested in books.

You can encourage LEP students by helping them build vocabulary; and you can stir their imaginations by creating meaningful contexts for what they see, based on their personal experiences and cultural background. You may incorporate the language experience approach, recording stories dictated by a student, a small group, or the class. In this way, students build linguistic control and sight vocabulary.

Wordless books can also be used to further student abilities in other areas of the communication arts curriculum: spelling, handwriting, choral reading, and drama. Books should be both multicultural and relevant to the students' experiences. You should provide many opportunities for the class to listen to a text and associate it with the spoken language. After students have heard the story several times, they can retell it to classmates and discuss it in small groups.

Shared Book Experience

The shared book experience is based upon the idea that sharing literature makes it more meaningful to students. By listening to and reading the books together, students develop a knowledge of the conventions of print, such as directionality and the concepts of words and letters. Big books on topics that are age-appropriate can be used for junior high school students.

To make books for sharing, keep the following hints in mind:

- A double-folded page (or concertina structure) often increases strength and hides the show-through from ink markers.
- Colored or brown paper is often more durable than white, and there is research to indicate that many students prefer the less dazzling contrast of the page.
- Always leave about two inches of inside margin for the spine (or binding).
- Never run a line of print over the middle line or fold. Keep text running left- to-right down a single page rather than spreading it out in a single line across two pages.
- Make print sufficiently large regardless of print size in the original.
- In general, try to follow the layout of the print in the original, including line breaks where possible.
- Break text into meaningful phrases or chunks.
- Don't try to make the illustrations as detailed or professional as in the original. The students will enjoy the original illustrations when they see the small book in a read-aloud session.
- Use common sense about how many illustrations students will need for supporting their interest and understanding.
- Prepare some books with spaces for student illustrations. It is usually best if students prepare illustrations on separate paper and paste them into the book later.
- Use your imagination to vary or adapt illustrations and to design colorful and bold print.

Suggested Resources for Literature in ESL Lessons

Literature for Junior High School Readers

Aaron, Chester. *Out of Sight, Out of Mind*. New York: Harper and Row, 1985.

Adler, C.S. *Roadside Valentine*. New York: Macmillan, 1983.

Alcock, Vivien. *Ghostly Companions: A Feast of Chilling Tales*. New York: Delacorte, 1987.

Alcott, Louisa. *Little Women*. White Plains, NY: Longman, 1988.

Alexander, Lloyd. *The Drackenberg Adventure*. New York: Dutton, 1988.

Baird, Thomas. *Finding Fever*. New York: Harper and Row, 1982.

Benchley, Nathaniel. *Only Earth and Sky Last Forever*. New York: Harper and Row, 1992.

- Bennett, Jack. *The Voyage of the Lucky Dragon*. Englewood Cliffs, NJ: Prentice Hall, 1982.
- Betancourt, Jeanne. *More Than Meets the Eye*. New York: Bantam, 1990.
- Betancourt, T. Ernesto. *The Me Inside of Me*. Minneapolis, MN: Lerner, 1985.
- Blair, Cynthia. *Crazy in Love*. New York: Ballantine Paper, 1988.
- Blume, Judy. *Just as Long as We're Together*. New York: Franklin Watts, 1987.
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POETRY AND ESL INSTRUCTION

Poetry is an excellent way for ESL students to improve reading skills, develop vocabulary, and nurture a love of language. Poetry allows students to see, hear, and feel in ways that prose does not. A carefully chosen poem that appeals to students' interests and meets their emotional and psychological needs can, when used correctly, build self-confidence and encourage personal expression at a very early stage in the language learning process. Poems also can contain much of the vocabulary students will use in real-life situations.

Poems used in ESL classes should do the following:

- Ensure student interest. Students must be able to identify in some way with the poems you present to them.

- Be simple. Start with short, direct poems. As students progress, they will be able to understand and use increasingly difficult vocabulary and idioms in context.
- Employ rhyme and humor. Poems that contain easy rhymes, alliteration, quick actions, and humor make a lasting impression on all students and are especially effective in fostering second language acquisition.

Use poetry in ESL activities for many purposes:

- Familiarize students with the rhythmic patterns of spoken English.
- Expose students to more complex language patterns than they can produce.
- Suggest varied linguistic means of expressing thoughts and feelings.
- Enrich vocabulary.
- Evoke appreciation of and respect for other cultures.
- Engage students in choral reading and similar shared experiences.

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ROLE-PLAYING AND ESL INSTRUCTION

Role-playing provides students with opportunities to interact in English while encouraging free expression. When students assume different roles and characteristics, they feel less self-conscious using their acquired English skills.

Keep in mind the following strategies:

- Develop role-playing scenarios that relate to students' real experiences.
- Clarify role-playing scenarios using realia and visuals.
- Use word and phrase cards to help students link printed words with their meanings.
- Allow time for students to plan and rehearse their scene in pairs or groups, encouraging them to be creative in their interpretations.
- Remember that props are a very important component of role-playing activities. They add dimension to the situation being acted out and provide the content for expansion activities. For example, if you role-play buying a book bag in a department store, you might use the following materials: various items to be purchased, a cash register, paper bags, and toy money. Or if you role-play ordering lunch in a restaurant, you could use the following items: menus, napkins, plates, silverware, place mats, and plastic food.

DEVELOPING A COOPERATIVE RELATIONSHIP WITH CULTURALLY AND LINGUISTICALLY DIVERSE PARENTS AND CAREGIVERS

When establishing communication with culturally and linguistically diverse parents and caregivers of exceptional children, three factors must be considered: language, culture, and their children's abilities and disabilities.

Parents and caregivers from many different cultures often have a high respect for education and hold teachers in high esteem. At the same time, the manner in which people in a given culture will view the child's disability will affect the parents' involvement with the school. Some parents may feel embarrassed by their child's special needs or even deny that those needs exist. In addition, they may see their lack of proficiency in English as well as their unfamiliarity with the American school system as a barrier to communication with their child's teachers.

All of these factors may influence the parents' and caregivers' perceptions of the school and the school's personnel, thus determining the extent of their participation. Historically, the involvement of these parents and caregivers in our schools has been quite limited. In light of this fact, teachers, administrators, and paraprofessionals need to make extra efforts to accommodate them through a sensitivity to their language, culture, and the particular disability of their child. Parents and caregivers should be encouraged and made to feel welcome.

When working with the parents and caregivers of culturally as well as linguistically diverse exceptional (CLDE) children, keep in mind the following:

- Parents and caregivers bring their own history to each encounter, including their native language, culture, life experiences, feelings, sensitivities, as well as how they view their child's disability.
- Parents, caregivers, and professionals must work as partners to improve the quality of education for students.
- Teachers should provide a welcoming environment for parents and caregivers through use of their native language, respect for their culture, and suspension of judgment and blame.
- A parent or caregiver of a child with a disability is "on duty" 365 days a year. They are experts when it comes to the needs of the child.
- Parents and caregivers of CLDE students may feel confused, intimidated, guilty, and criticized. They may feel further alienated and isolated if they are unfamiliar with the mainstream culture and language.

Suggestions for Communicating Effectively with Parents and Caregivers

- Obtain the assistance of a person who speaks the parents' or caregivers' language, if you do not. Be sure the parents or caregivers feel comfortable with the translator. For example, the translator should not be a neighbor in front of whom they may not wish to discuss family matters.

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- Put yourself in the parents' or caregivers' place. Reverse roles mentally to consider how it would feel to be the parent or caregiver of an exceptional child in a non-native speaking environment.
- Remember that the parent or caregiver is an expert on the child and therefore has a vast amount of information to offer you.
- Look beyond the disability to view the child as a whole person.
- Make use of the parents' or caregivers' insights and their reservoir of knowledge about their children's needs, strengths, and successful strategies for teaching them.
- Communicate optimism about the student's progress.
- Don't mistake lack of involvement for lack of concern. Ask for parent and caregiver involvement but accept the level of involvement they feel comfortable with. Also, be aware that it is not necessary for parents or caregivers to speak English for them to be involved in their child's education. Parents or caregivers can, for example, read to their children in the native language or tell them folk-tales from their native cultures.
- Be honest. Parents and caregivers want to know any pertinent information that relates to their children. Keep them informed on a regular basis.
- Listen to and respect parents' and caregivers' concerns.
- Don't forget to deliver good news to parents and caregivers: talk about the student's progress and positive characteristics.
- When necessary, make arrangements for an interpreter to be present in your dialogues with non-English-speaking parents and caregivers.
- Speak plainly, avoiding the jargons of medicine, psychology, sociology, or social work, which can be threatening to any parent or caregiver but especially to those who may not speak English well.
- Get acquainted with the parents' and caregivers' cultural background. Some common gestures or customs in American culture may be inappropriate or offensive to parents and caregivers from other cultural backgrounds.
- Consider using guest speakers and volunteer programs to involve parents and caregivers. Such activities are effective in bringing into the school system parents and caregivers from different cultures and who speak different languages.

2

DAY TWO

APPROACHES FOR ESL INSTRUCTION

Among the many approaches that have been successful for ESL students, five are particularly effective: Total Physical Response, the Language Experience Approach, Cooperative Learning, the Natural Approach, and the Whole Language Approach.

Each of these approaches should play a part in a total ESL program designed to help students develop all four language skills. Because they have interrelated and overlapping elements, the approaches can be used in a variety of integrated ways to meet the specialized and varied needs of LEP students and for reinforcement in special education settings.

OVERVIEW OF APPROACHES

Following are overviews of the approaches that are treated in detail in this section.

Total Physical Response (TPR)

- Develop listening comprehension before requiring speaking.
- Allow students to speak when they are ready.
- Introduce new vocabulary through commands.
- Encourage students to demonstrate understanding through actions.

Language Experience Approach and ESL

- Identify and conduct an activity of interest to the students.
- Make a list of vocabulary, concepts, and language structures you plan to cover.
- Lead student discussion about the activity.
- Record student recall of and responses to the activity to create a story on a chart.
- Read the story.
- Have students read the story in unison and individually.
- Evaluate and do follow-up activities.

Cooperative Learning and ESL

- Create positive interdependence.
 - Group students together for mutual benefit.
 - Provide for students to share a common outcome.
 - Encourage students to work together.
 - Expect joint success (teamwork).
- Teach students cooperative skills.
 - Establish rules.
 - Form groups and assign roles.
 - Provide tasks for each group to work on.
 - Have groups report findings.
 - Debrief the students.

- Establish effective cooperation.
 - Evaluate the functioning of the groups.
 - Analyze the effectiveness of the groups.
 - Set goals for the next group session.

Natural Approach

- Model the language.
- Use comprehensible input.
 - Use pictures, drawings and realia.
 - Use gestures and body language.
 - Use repetition and restatement.
- Maintain a low-stress environment.
 - Provide support by accepting students' efforts.
 - Encourage students to speak when ready.
 - Focus on meaning, not grammatical errors.
- Provide authentic communicative activities incorporating all four language skills.
- Be aware of the stages of language acquisition:
 - preproduction: nonverbal response
 - early production: simple responses
 - speech emergence: phrases and sentences
 - intermediate fluency: combining phrases and sentences

Whole Language Approach and ESL

- Select a theme based on student interest.
- Provide motivational experiences.
- Read a thematically relevant story.
 - Use big books.
 - Use books that have a predictable story and use repeated language patterns.
- Reread the story, encouraging students to join in on story refrains.
- Share ideas.
 - Ask and answer questions.
 - Have students retell the story and act it out.
 - Expand students' oral language.
- Have students read the story as a group or individual activity.
- Extend understanding.
 - Provide related reading.
 - Develop oral and written activities that extend the theme.

TOTAL PHYSICAL RESPONSE

Introduction

Total Physical Response (TPR), developed by California psychologist James J. Asher,* is an interactive model of language acquisition that capitalizes on the strategies parents and children use when demonstrating and developing a first language. TPR operates on the principle that students learn best in an environment relatively free of anxiety and in which language is heard and used for real reasons and real needs.

TPR procedures may vary according to the size of the group, age, language proficiency of the students, and the nature of the lesson. However, there are several basic characteristics common to all TPR lessons:

- Students develop listening comprehension before speaking.
- The teacher introduces new vocabulary through the use of commands.
- Students show comprehension through actions.
- Students speak when they are ready.

Procedure

Here are some TPR sequences that you can say and demonstrate to a student or the class:

Selecting a Book from the School Library

1. Go to the school library.
2. Look for a book in the subject index.
3. Choose a book.
4. Walk to the shelf.
5. Look for the book.
6. Take the book to the Librarian.
7. Sign your name on the index card.
8. Check the due date.
9. Say, "Thank you."
10. Leave the library.

Writing a School Heading

1. Place a blank sheet of loose-leaf paper on your desk with the holes on the left side.
2. Write the name of your school on the first line to the left.
3. Print your homeroom class below the school.
4. Write your name on the first line to the right.
5. Write the date underneath your name.
6. Skip a line.
7. Write the subject class in the middle of the paper.
8. Skip another line.
9. Begin your work.

Making a Peanut Butter and Jelly Sandwich

1. Put two slices of bread on a plate.
2. Spread peanut butter on one slice of bread.
3. Spread jelly on the other slice of bread.
4. Place one slice of bread on top of the other.
5. Cut the sandwich in half.
6. Eat the sandwich.
7. Wipe your mouth with a napkin.

Creating a Creature with Your Name

1. Fold a blank sheet of paper lengthwise.
2. Unfold the paper.
3. Write your name in script on the inside line in dark pencil.
4. Refold the paper.
5. Rub the paper hard with the side of your pencil.
6. Unfold the paper again to see your name reflected in symmetry.
7. Trace the lines with a marker.
8. Color your "creature."
9. Name your "creature."

* See Asher, James J. *Learning Another Language Through Actions*, 3rd Edition. (Los Gatos, CA: Sky Oaks Productions, 1988.) A free TPR catalog is available upon request from the publisher at 408-395-7600.

Be aware that any one step may have to be repeated a number of times depending on students' needs. Students will say the commands when they are ready. Some will join in with the teacher almost immediately; others may prefer to observe and perform the actions for a more extended period of time before giving the commands. You can extend a TPR activity by including previously learned commands.

Also remember to first praise students as a whole group, then in small groups, and lastly individually.

The following steps outline basic classroom procedures for TPR. Make modifications as needed. Steps may have to be repeated a number of times depending on students' proficiency.

- Give the commands and model the actions while students listen and observe.
- Give the commands and model the actions; then the students perform the actions.
- Give the commands without modeling the actions; then the students perform the actions.
- Give the commands without modeling the actions. The students repeat the commands and perform the actions.
- Have the students give the commands and other students and the teacher perform the actions.

Implementation

When writing a TPR activity, you must visualize all steps, then sequence and record them. The following questions will guide you in creating a TPR activity.

- Have you included all the steps necessary for completing the action?
- Are there too many steps in the TPR lesson? Six to eight steps are usually sufficient. Longer sequences can be divided into two parts.
- Are the commands short, simple, and clear?
- How will you model the TPR sequence?
- What materials or props are needed, if any? Preparing materials in advance ensures a smooth activity.

Conclusion

Mastery of the TPR technique is worth the effort. Skilled practitioners of TPR integrate visual, auditory, and kinesthetic modalities in their teaching, thus employing a multisensory approach to language acquisition while accommodating students' varied learning styles.

- TPR helps students relax because it lowers what Krashen calls the *affective filter*. Students are engaged in their experience and concentrate on communication rather than on not making errors. TPR creates an environment in which there is little risk of frustration and even less of failure.
- TPR allows for a context-rich environment that uses repetition with variation while providing comprehensible input.
- TPR is compatible with varied teaching styles and techniques.

LANGUAGE EXPERIENCE APPROACH AND ESL INSTRUCTION

Introduction

The Language Experience Approach (LEA) is based on the concept that students are better able to acquire language if it relates to their own experiences and interests. Thus, student-generated stories drawn from personal experiences and interests are used for language development and reading activities. This approach ensures that the relationship between oral and written language is a natural progression.

Procedure

Use the following sequence of steps to develop a Language Experience activity.

- Select with students a concept or topic to explore. The topics are determined by the students' interests and experiences.
- Identify an activity that will provide a common experience from which students can generate oral language.
- Identify concepts, core vocabulary, and language structures to be modeled and integrated into the activity.
- Conduct the activity.
 - Introduce new vocabulary in context using gestures, visuals, and realia.
 - Engage students in the task.
 - Elicit, extend, and model oral language generated by students.
- Talk with the students.
 - Summarize the activity.
 - Have students retell the steps taken during the activity.
 - Help them sequence the steps.
- Use questions to guide students in composing an experience story.
- Read the language experience story.
 - Read aloud each sentence immediately after it is written.
 - Read aloud the entire story after completion.
 - Re-read each sentence, inviting students to join you.
 - Encourage all students to read the story together.
 - Point to individual words as they are being read.
 - Underline words that the students find difficult and practice saying them.
 - Encourage individual students to read the story.

The following items and activities can be used for evaluation or reinforcement.

- *Flash or Word Cards*. You can use these cards to reinforce vocabulary, sight word recognition, and sentence building. Word cards can also be used to classify words into categories such as animals, objects, foods, and action words. Or students can match picture cards to words on a chart. Groups of word cards can also be organized into phrases and sentences.
- *Sentence Strips*. Cut the chart or its duplicate into component sentences that may then be used for sequencing, matching, or as captions to illustrations.

- *Sentence Scramble*. Scramble the words from each sentence in a story. Students try to recall the proper word order and then organize sentences correctly. They may place the words in a pocket chart.
- *Cloze Procedure*. Eliminate words from the language experience chart by covering them up or by removing them from the pockets. This can serve as reinforcement or as an assessment of learned vocabulary, function words, verbs, or other structures. For example:

Last week we went to the _____ (beach, park, circus).
 We rode on the _____ (bus, plane, horse). First, we saw
 the _____ (trees, houses, snakes) and later we looked at
 the _____ (money, flowers, chickens).
- *Dictation*. Students practice writing words, phrases, or sentences that you say aloud, culminating in the writing of a complete experience chart. First, read the entire selection at normal speed. Then, read it again in thought groups, including punctuation, and have students write what they hear. Reread the passage a third time to enable students to write what they previously missed. Students may then correct their work from the original chart. Students may enjoy reversing roles and dictating difficult words for the teacher or a paraprofessional to write.
- *Personal Dictionary*. Have students make a list of vocabulary words, idioms, or phrases that they are learning to read and spell. An illustration of the word or writing it in a sentence will enhance the value of this dictionary. Encourage students to keep their dictionaries up-to-date.
- *Main Idea Cards*. Copy from reading charts stories or parts of stories onto index cards and write possible titles on separate index cards. Students match titles with texts.
- *Read-Along Tapes*. Make tape recordings or have students make tape recordings of language experience stories. These recordings can then be used with reading charts to foster oral expression.
- *Publication*. Have students copy charts and illustrate them, then share them with friends and take them home to read to parents.
- *Dramatics*. Have students dramatize an experience chart for the class through re-enacting the original activity.
- *Classification Exercise*. Have students classify the vocabulary on the chart, grouping words in logical categories such as foods, clothes, people, or colors.
- *Time Line*. If appropriate, have students make a time line of events in the language experience activity.

Implementation

Language experience charts can follow a variety of formats. The type of chart used for a given activity will depend on the skills, vocabulary, and structures to be taught. Following are some commonly used types of language experience charts.

- *Creative language charts* serve to record students' spontaneous language. For example:

Popcorn

We made popcorn. First we took the kernels and put them in a pot that had hot oil in it. Then we heated the kernels and put the lid on the pot and waited for the corn to explode. When the kernels were big and white, the popcorn was ready.

- *Work charts* reinforce the skill of following instructions and directions. They may also deal with classroom routines or the steps used in carrying out assignments or procedures for an activity.

Note: Students may add illustrations and pictures to the language charts.

How to Make a Map

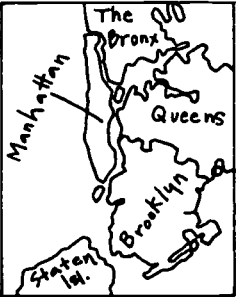
Take some white paper.

Draw an outline of New York City.

Label the five boroughs.

Fold the paper like this.

Hang it up on the wall.



- *Narrative charts* are the record of shared experiences of the group, such as trips, reactions to a story or reading selection, or observations made about a visual or aural stimulus presented by the teacher or a student.

A Visit to the Planetarium


We took a trip to the Museum of Natural History.

We saw a show at the planetarium.

We looked through a telescope and saw stars and planets.

The stars look like this.

The planets look like this.



Conclusion

The Language Experience Approach motivates students to participate in academic activities by drawing on their interests, experiences, and reactions. Language is learned and used in a natural integration of listening, speaking, reading, and writing. Once a language experience story is completed, the students' story can be made a permanent part of the classroom environment in the following ways:

- Collect group or individual stories in a folder for all students to read.
- Have students illustrate the story.
- Establish a classroom language experience library.

Language experience techniques enable you to enhance students' pride in their creative accomplishments.

COOPERATIVE LEARNING AND ESL INSTRUCTION

Introduction

In Cooperative Learning, students work together in small groups on tasks that require cooperation and interdependence. Students help each other to complete learning tasks and are rewarded for it. For limited English proficient and special education students, learning cooperatively in teams in which "all work for one" and "one works for all" is especially effective. In such a supportive setting, there is a greater potential for enhancing interactions among students as well as dramatically improving their academic achievement .

Principles of Cooperative Learning

1. Tasks are structured so that no one individual can complete them alone.
2. Positive interdependence is fostered and developed.
3. Students work in different teams.
4. Students learn both social and language skills necessary for cooperation as well as for learning academic concepts and content.

Procedure

Cooperative learning strategies include the following steps:

- Form teams. Teams can be of three types: interest groups, random selection, or heterogeneous teams.
- Establish ground rules. Ground rules should consist of two to four observable, teachable behaviors that will assist students in working together successfully. Be sure that they are worded concisely and in a positive way. For example: Use quiet voices. Take turns. Mistakes are okay. The signal to STOP is a ringing bell.

Either provide the students with the rules for working together or elicit the ground rules from the students. If you elicit the ground rules, have students offer the rules while you list all the ideas on the chalkboard. Then guide the students in choosing the three or four most important behaviors as rules. Finally, model these behaviors for the students.

- Begin with a trust-building activity. Build rapport between student team members by discussing likes and dislikes, similarities and differences; sharing information about families; discussing favorite sports, hobbies, TV programs, pets; or doing together an activity sheet, crossword puzzle, building project, or artwork.
- Explain to the students why they are using cooperative learning, its benefits, and how long they will be working in teams. Tell them about how cooperative learning works and what behaviors you expect as they work together.
- Make sure students of limited English proficiency understand what to do and why. Encourage them to take risks in speaking out and participating by assigning them tasks that will give them an experience of success and a sense of belonging.
- As students work to accomplish the task, monitor the activity to make sure that:
 - ground rules are observed
 - the noise level allows for productive collaboration but is not excessive
 - students give positive reinforcement and avoid negative comments about each other's contributions
 - all groups stay on task
 - all group members participate

Monitoring can also be made part of the group effort by assigning one member the role of monitor, if there are enough group members. Alternatively, the group can discuss its problems as a topic for resolution in order to further develop social skills.

Remember: the development of collaborative social skills is one of the goals of any cooperative learning activity.

- “Debrief” the students. Summarize the lesson either through team sharing (two teams—a dyad—check each other's work) or by randomly calling on individual teams. Debriefing should be done orally so students can hear positive feedback as well as develop their second language skills. They need to hear that they met their goal, what went well, and what they can work on next time.
 - Summarize the lesson with the entire class with a few comments like, “Raise your hand if . . .” and “Thumbs up if . . .”
 - Suggest or elicit the following observations. “You and your partner took turns,” “You agreed most of the time,” and “You felt safe making a mistake.”
 - Have the teams talk over the following: “What did you like about working together?” “What did you learn from your teammate today?” and “What did you learn from another team?”
- Ask students to make statements of appreciation. Teams should make affirmative statements of appreciation to end the lesson. You might say, “If you and your partner met the goal of _____, give your teammate a handshake and a pat on the back!” You may want to give sentence starters to help them verbalize their appreciation: “It really helped me when you . . .” “I liked it when you . . .” and “Thanks, I understood the problem when you . . .”

Implementation

Many academic lessons can be adapted by using the cooperative learning format. The following are some cooperative learning structures that you can teach.

- *Jigsaw.* Each member studies part of a selection and then teaches what he or she knows to the other students. Each quizzes the other members until satisfied that everyone knows his or her part well and a total picture emerges.
- *Drill partners.* Students drill each other on the facts they need to know until they are sure that all group members can remember them all. Make sure LEP students are included to as great an extent as possible.
- *Reading buddies.* Students read their stories to each other, getting help from their partners.
- *Homework checkers.* Students compare their homework answers, discuss any questions that they have not answered similarly, correct them, and write the reason for any change. They then staple their homework sheets together and the teacher gives them one grade.
- *Board workers.* Students go to the board together. One is an “answer suggester,” one is a “checker,” and one is the “writer.”
- *Test reviewers.* Students prepare each other for a test. They receive extra points if every member scores above a certain level.

For cooperative learning to be successful, adapt your lessons to include the following characteristics.

- *Positive interdependence.* Design activities that require students to be dependent on each other for learning and completing the activity and make sure students are aware of that dependence.
- *Individual accountability.* Hold each student responsible for his or her learning and other students' learning.
- *Face-to-face interaction.* Allow students to summarize the material orally and elaborate on it.
- *Collaborative skills.* Design activities to encourage cooperation and to develop interpersonal skills.
- *Processing.* Engage in ongoing activities, such as motivating and debriefing, to ensure that the cooperative groups function.

Conclusion

Teamwork, communication, effective coordination, and division of labor characterize most real-life activity. Furthermore, the ability to work collaboratively with others is the keystone to building and maintaining stable friendships, marriages, families, careers, and communities. The most logical way to ensure that students master the skills required in real-life situations is to structure academic learning situations around cooperation. Throughout the process of cooperative learning, students of all ages and levels of language proficiency gain confidence in the use of linguistic and cognitive skills necessary to function in both academic and social settings.

THE NATURAL APPROACH

Introduction

The Natural Approach, developed by Stephen D. Krashen and Tracy D. Terrell,* is based on the premise that students can acquire a second language as naturally as they acquired a first. A second language is acquired effectively when students are engaged in natural, stimulating, and meaningful communicative situations similar to those in which they learned their first language.

Toddlers learn language holistically through the social interactions they experience in their homes. From birth they connect speaking with real-life situations, producing their first language in purposeful settings. Likewise, second language learners acquire proficiency in English when the emphasis is on communicative competence in meaningful situations rather than total accuracy in grammar and pronunciation.

In the natural approach, based on research showing that language develops in stages of gradually increasing complexity, students are slowly introduced to a new language, given in context, and are encouraged to respond through nonverbal means such as pointing, miming, and carrying out a set of commands. They are not forced to speak in complete, grammatically correct sentences, since they will naturally and eventually do so as they internalize the structures of the second language. Furthermore, correct language usage is modeled rather than taught by directly correcting the students' errors. Only in the later stages of language development is more emphasis given to correctness of form.

The use of modeling correct forms to teach English is based on the distinction made in the natural approach between *acquiring* a second language and *learning about* a second language. While *acquisition* of a second language takes place in a way similar to that in which children develop competence in their first language, *language learning* focuses directly on grammar, language rules, and overt correction of errors.

To use the natural approach, become familiar with the following precepts regarding second language acquisition:

- Language learners always understand more than they can produce, and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges from, and is preceded by, a "silent period," a time when a great deal of learning takes place through listening, watching, and participating.
- Single-word utterances and short phrases are natural and acceptable language. Language learners will use more extensive language as they become increasingly able to express their wants, needs, opinions, and feelings.
- Language learning should simultaneously foster a youngster's conceptual development and provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher should incorporate experiences and activities that are culturally relevant to the youngsters while also introducing them to new ideas and information.

**The Natural Approach: Language Acquisition in the Classroom*, Old Tappan, NJ: Prentice Hall, 1983

- It is practical to assign a classmate as a “buddy” for any ESL student who needs assistance in following the day-to-day routines. Monitor their interaction to make sure the LEP student does not become over-dependent on the partner.

Procedure

The natural approach includes the following elements regardless of the student’s level of English proficiency or age:

- Model the language. Provide students with numerous, contextualized examples of the language and the content they are in the process of acquiring.
- Use comprehensible input to support student understanding.
 - Use clear, predictable speech.
 - Speak somewhat more slowly than you would normally.
 - Focus on key words and reduce the use of unfamiliar idioms.
 - Act out your material or use gestures, facial expressions, and body language to help get your meaning across.
 - Use attention-getters and visual cues.
 - Speak in the active voice, not in the passive.
 - Speak in relatively short sentences, avoiding dependent clauses whenever possible.
 - Simplify your vocabulary whenever possible.
 - Focus the exchange on the here and now.
 - Expand the one- or two-word sentences that students produce through modeling.
- Provide guided practice.
 - Check often for understanding.
 - Give feedback.
 - Elicit comments and ask questions that require students to respond using the language you have been modeling.
- Maintain a low affective filter.
 - Create a warm atmosphere of acceptance and support while reducing stress to foster learning.
 - Allow sufficient “wait time” for students to hear, understand, and formulate their responses.
 - Promote risk taking.
- Focus on meaningful communication.
 - Select activities that are relevant to students’ interests and life experiences.
 - Provide contexts that motivate students to engage in natural communication and express their ideas and feelings.

Implementation

All students who acquire language in natural situations go through stages as they develop communication skills. These stages have been designated by Krashen as preproduction, early production, speech emergence, and intermediate fluency. (See the detailed treatment of these stages on the following pages.) By correctly identifying the student’s stage of language acquisition, you can select appropriate activities for developing communication skill and enhancing student achievement. Suggestions for the implementation of each stage follow.

Suggestions for the Implementation of the Natural Approach

| Stage of Acquisition | Teacher Behavior | Cognitive Skills | Teacher Questions or Strategies | Student Responses |
|-------------------------|--|--|---|---|
| Preproduction | <ul style="list-style-type: none"> • Use natural speech, but basic vocabulary and sentence structure. • Use physical actions and visual clues (pictures, objects) to reinforce meaning. • Model students' expected behavior. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Focus students' attention on correct response by modeling and rephrasing. | <p>listening pointing moving miming matching</p> <p>drawing selecting choosing acting out circling</p> | <ul style="list-style-type: none"> • Use commands to encourage physical responses that demonstrate understanding of vocabulary, such as: <ul style="list-style-type: none"> Point to Touch Pick up Raise your hand if Stand up if • Ask students to draw, cut, paste, or act out activities. | <ul style="list-style-type: none"> • Students are able to show comprehension through physical responses to commands. (Responses include such actions as painting, touching, picking up, raising the hand, and standing up.) • Students may also draw, cut and paste, or act out situations to show comprehension. |
| Early Production | <ul style="list-style-type: none"> • Use natural speech, but simple vocabulary and sentence structure. • Use physical actions and visual clues (pictures, objects) to reinforce meaning. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Do not dwell on errors. • Focus students' attention on correct response by modeling and rephrasing. | <p>listing categorizing telling and saying answering</p> <p>naming labeling grouping responding distinguishing</p> | <ul style="list-style-type: none"> • Ask questions that require one- or two-word responses: <ul style="list-style-type: none"> Is this an orange? (yes/no response) Is this an orange or an apple? (either/or response) This girl is buying a . . . (fill-in response) What is this girl buying? (naming response) What can we buy at the market? (listing response) | <ul style="list-style-type: none"> • Students are typically able to respond with one- or two-word answers to each type of question. |

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| Stage of Acquisition | Teacher Behavior | Cognitive Skills | Teacher Questions or Strategies | Student Responses |
|-----------------------------|--|--|---|--|
| Speech Emergence | <ul style="list-style-type: none"> • Use natural speech with a simplified tone. • Use visual clues (pictures, objects) to reinforce meaning. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Do not dwell on errors. • Focus students' attention on correct response by modeling and rephrasing. | recalling retelling defining explaining comparing summarizing describing role-playing restating contrasting | <ul style="list-style-type: none"> • Ask questions that can be answered with phrases or simple sentences: How are these items alike or different? Tell about your favorite . . . Which of these objects is . . . ? Why? | <ul style="list-style-type: none"> • Students are able to respond to questions with natural-sounding phrases or short sentences. • They can be expected to generate original responses. • They will be able to communicate with meaning, though students may make errors. |
| Intermediate Fluency | <ul style="list-style-type: none"> • Use natural speech with a simplified tone. • Continue use of visual clues and repetition of featured vocabulary. • Teacher behavior at this level should consist mostly of selecting and describing situations that require students to experiment with and use the language. | analyzing creating defending debating predicting evaluating justifying supporting examining hypothesizing | <ul style="list-style-type: none"> • Ask questions that encourage and guide discussion: What would you do if . . . ? Tell me about the time you . . . Which would you prefer . . . ? Do you think . . . ? • Encourage students to expand on their discussions by asking Why? and other leading questions. | <ul style="list-style-type: none"> • Students are able to produce fluent speech. • They can conduct casual conversations, academic and problem-solving discussions, debates, interviews, and extensive dialogues in communicative situations. |

Conclusion

The Natural Approach is a broad categorization, encompassing many of the strategies in this manual that foster second language acquisition. Its philosophy of language acquisition frees students to learn without fear of criticism and frees teachers to work creatively.

WHOLE LANGUAGE APPROACH AND ESL INSTRUCTION

Introduction

The Whole Language Approach is based on the idea that language acquisition, whether oral or written, is a developmental process. The whole language teacher extends and enhances the wide range of values, feelings, interests, and experiences that students bring with them to school by planning activities that are developmentally and individually appropriate. In doing so, the whole language teacher makes use of many of the principles that whole language research shares with second language acquisition theory, listed below.

- Students develop language when:
 - communication is meaningful, purposeful, and whole.
 - the emphasis is on meaning, not on error correction.
 - topics are based on student interests.
- Students learn a second language in ways similar to those in which they learned their first language.
- Second language learning should be natural and enjoyable. The ESL student acquires language when the input is comprehensible and the environment is low in anxiety.
- The more students hear and use language, the greater their proficiency becomes.
- A classroom rich in language experiences will help students of diverse cultures use language to think and to seek meaning.
- Students learn language at different rates; and language development is a process over time.
- Different kinds of language are used for different purposes.
- Students are naturally motivated to develop language skills as they experience the pleasure of being read to and observe the people around them reading and writing.
- Students learn to read by writing.
- Students learn to write through writing and reading practice.
- Lessons should move from the whole to the particular, be student-centered, promote social interaction, include instruction in all four language skills (listening, speaking, reading, and writing), and reflect the teacher's confidence in students' abilities.

The whole language teacher also uses themes. The thematic approach provides students with many opportunities to engage in varied activities based upon what they know and have experienced. The teacher can get a good sense of students' interests by observing and listening to them as they work and play throughout the day. The teacher then develops student-generated themes that reflect their interests, languages, and cultures.

After a theme is chosen, the teacher can design many activities from the following suggestions:

- display related books, pictures, or objects
- read aloud informational books, stories, articles, poems
- teach songs
- use videos and other available technology
- plan trips
- invite resource people, including parents, to the classroom
- collect theme materials
- brainstorm and discuss the theme
- develop theme-related projects and activities in the content areas
- set up learning and instructional centers related to the theme

Themes may vary in duration. Some may be ongoing throughout the school year, while others may last only one or two weeks. Length of time depends on students' interest and English

language proficiency, as well as the scope of the topic chosen. Possible themes could be zoo, farm or jungle animals, the community, and the environment.

Procedure

- Remember that ESL students need a great deal of contextualization to understand the meaning of any activity or story.
- Guide students in the selection of a theme based on their interests and experiences and your curriculum guide.
- Select a motivational experience to set the stage for language acquisition: a trip, a play, an art activity, cooking, a science experiment, etc. The activity should capture the students' interest and get them to think about and share their feelings and ideas concerning the theme.
- Read to the class a book related to the motivational experience. Use a big book or other enlarged-print material to help students see and understand the relationship between the spoken and written word. Select a book with a predictable story, repeated language patterns, and a vocabulary that is supported by clear illustrations.
- Reread the book. Encourage students to participate by joining in with story refrains.
- Hold an informal discussion. Students can talk about the story, ask and answer questions, retell the story, or pretend to be the characters and act it out.
- Have students read the story as a group, then individually.
- Extend understanding through related reading in the content area and oral and written activities that develop the theme. Puppets, costumes, masks, tape recordings, collage trays, and games may be used.

Ideas for Implementation

- Students can make wordless books using pictures only.
- Students can imitate the language patterns and story structure of simple, predictable books to create their own stories.
- Students can retell stories in their own words and illustrate each scene. Their own language experience stories can be divided into pages and illustrated to make a class big book.
- Students can create books from songs and poems, write the words in enlarged type, and illustrate the books.

The Writing Process

In the Writing Process, writing skills are developed through integrating oral language with reading skills. The writing process approaches reading and writing as natural processes and encourages students to communicate their own language in writing as soon as they begin to speak. For example, students learn to write by writing and reading the words that are in their own speaking vocabularies.

Use the following five steps of the writing process to help your students publish their stories. You can adapt these steps to meet the needs of individual students and different writing situations. For example, young writers may not be interested in revising their work. For these students, omit or modify some steps of the process. Keep in mind that only selected pieces of writing are developed through all five steps.

- Prewriting

Provide students with prewriting experiences that help them develop ideas and organize their thoughts. These experiences should be motivating and involve students in gathering information on a topic or theme. Prewriting activities include:

- Using students' experiences from home or school.
- Brainstorming to explore what students know about a topic from their own experiences and knowledge.
- Exposing students to literature.

- Drafting

When students write they can do the following:

- Use invented spelling.
- Use a pictorial letter chart to assist them with their spelling.
- Use a picture or class dictionary.

- Sharing and Responding to Writing

Although second language learners may not be ready to read English, they can share their written work.

- Use pictures or illustrations.
- Read a story aloud for peers and act as “author for the day.”
- Dictate a story to an adult who will write it down.

- Revising Writing

Most students' work can be revised with teacher assistance through the following activities:

- Model steps for revising students' written work.
- Have students help each other revise.
- Offer “mini lessons” on aspects of writing.
- Have students investigate different ways to begin a story by examining various favorite story books.

- Publishing

Class bookmaking is an effective way to recognize each student's authorship. Students' books should be published, shared with the class, and displayed around the classroom. There are many ways to publish students' work:

- Display it on walls.
- Bind it in big books, little books, accordion books, and shape books.
- Write letters.
- Record students reading their stories on audio- or videotape.

During writing activities in a warm, supportive, educational environment, students who are learning English can enlarge their vocabulary and practice common usage by interacting with peers and the teacher. The literacy-rich classroom draws students into the writing process and makes them feel a sense of pride through their authorship. By following the five steps of the writing process, you can help young students start on the road to literacy.

The Writing Process for ESL Students

The process of writing method of teaching writing provides a clear, adaptable framework for ESL writers at all developmental stages. It is an excellent method for students learning a second language.

Due to its emphasis on starting with the child's own speaking vocabulary, the writing process is a useful strategy in the whole language ESL classroom. The writing process creates a print-rich environment, filling the ESL classroom with writing and related language experiences even when some students may still be developing literacy skills in their native language while they are learning English as a second language. The writing process promotes and develops literacy skills regardless of an individual student's level of proficiency in English.

Throughout the writing process you should emphasize the message more than the mechanics of writing. Moreover, by exposing students to writing strategies on a daily basis, you can model a variety of literary forms as well as formal writing conventions to encourage children to acquire writing skills. While offering a wide array of writing activities and learning modalities, keep in mind the linguistic and developmental needs of the students. Encourage each student to write frequently and for many purposes, yet provide for different learning styles reflected in the culturally diverse classroom.

Keep in mind the following writing process concepts:

- Student writing is valued.
- Students write frequently for an authentic audience.
- The environment is language- and literature-rich.
- The environment is print-rich.
- Students write in many modes, i.e., labels, lists, notes, and directions. Later, students can write descriptions, letters, poems, and reports.

Techniques used to teach writing to students in a meaningful interactive way include the following:

- copying and tracing
- the language experience approach
- daily journal writing
- guided composition
- dictated sentences and stories

In preparation for the introduction of the writing process, be aware of the following:

- Communication of the message is paramount.
- The process provides a useful and flexible framework for writers at all developmental stages.
- Modalities should be adapted to suit the needs of individual students and different writing situations.
- Students become better writers when they use process writing and are encouraged to take risks.

The following will help you in implementing the writing process:

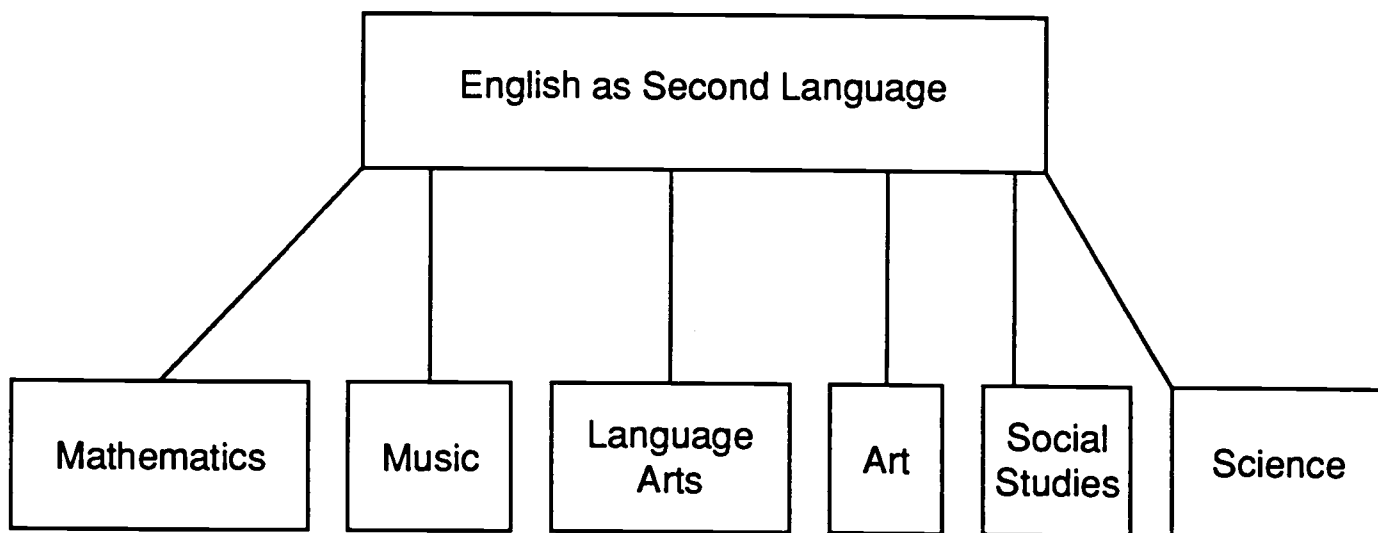
- Introduce ESL students to the process of writing as soon as they begin speaking in social and classroom situations.
- Have ESL students draw pictures of those concepts that they cannot express orally or in writing. In beginning writing, the pictures and drawings can form the basis of the composition.

- Have ESL students keep a daily journal. They can write their own words, sentences, or stories independently. One advantage of having a daily journal is that it provides a record of writing development.
- Accept the natural language of the student in beginning stories even though the syntax and grammar may not be correct. Students will be exposed to correct language usage through modeling, shared reading experiences, songs, poetry, and chants.
- Allow students to use a word processing computer program to record their experiences. You can guide students in editing their work.

Conclusion

The Whole Language approach provides literacy experiences that integrate the four strands of language—listening, speaking, reading, and writing. Whole Language recognizes the fact that language development is a personal and social achievement and, thus, must be approached holistically. It also fosters the joy of reading and creates a greater appreciation for the richness and beauty of language

ESL IN THE CONTENT AREAS: ADAPTATIONS AND STRATEGIES*



INTRODUCTION

Students learn best when they are actively involved in the learning process through discovery and exploration. It is important for limited English proficient students in general and special education programs to be provided, in their native language and through ESL methodologies, with primary experiences and opportunities for exploring and developing firsthand knowledge of themes.

LEP students enter school with a range of cognitive and linguistic skills in their first and second languages; thus, many LEP students learn linguistic and critical thinking skills at the same time they are learning content area material. However, when students, in learning a new language, focus on a content area rather than just on linguistic form, that language is learned not as an isolated subject but as a tool for communication, cognitive development, and evaluation of experiences. ESL and content area instruction, therefore, need to be combined not only for the beginning but also for the advanced students. (“Beginning” and “advanced” are determined by both linguistic competence and critical thinking skills.)

Goals of Teaching ESL in Content Areas

- Help students improve their English language proficiency.
- Teach content area skills and concepts.
- Teach higher-level thinking skills.
- Promote literacy.

* Parts of this section have been adapted from *Integrating Content Area and ESL Instruction: Lesson Plans for Grades 3-8*, Board of Education of the City of New York, Division of Bilingual Education, 1985.

Procedure

An integrated approach can be implemented in programs serving all grade levels. It can assist students ranging from beginners with no English competence to those who have mastered social English and are in the process of developing more advanced academic English. (On the differences between social and academic English, see the next page.) Integrated instruction brings cognitive development and language development together. Thus, learning becomes more interesting and academically valuable while the content provides real meaning.

- Develop content area lessons that give students concrete experiences in a variety of curriculum subjects and that use ESL strategies and techniques to help students express observations, state opinions, and draw conclusions.
- Use the cognitive objective to determine the linguistic objective of each content area lesson. This ensures that language instruction is built around real-life, purposeful experiences and activities.
- Consider the linguistic objective for each lesson as a focus, but do not use it as a strict grammatical control. For example, certain content area activities will lend themselves to the incorporation of particular linguistic items:

Content

Science experiment using leaves

Language Focus

Verbs: imperatives

“Measure the leaf.”

Adjectives: comparatives: -er

“Look for the larger leaf.”

Pronouns: interrogative: which

“Which leaf is larger?”

Map of Puerto Rico

Verbs: modals: can

“Can you show me your country?”

Prepositions: of place: in

“Is San Juan in Puerto Rico?”

Bar graph of favorite flavors

Pronouns: interrogative: how many

“How many prefer chocolate?”

Nouns: singular possessives: ‘s

“What is Jean’s favorite flavor?”

- Vary the classroom activities in each lesson to meet the cognitive and linguistic needs of different students. Be aware that students in general and special education come to the ESL classroom with varying proficiencies in language and cognition. Some students with greater English language competence may lack skills in certain cognitive areas. Other students who are less proficient in English may be functioning with a high degree of cognitive competence in their native language.
- Incorporate the four skills of listening, speaking, reading, and writing into the ESL lessons.

- Base activities on instructional techniques that have proved successful in the ESL classroom, such as:
 - total physical response
 - songs and jazz chants
 - cooperative learning activities
 - art projects and illustrations
 - language experience activities
 - shared readings
 - dictation
 - letter writing
 - semantic mapping
 - role-playing and dramatization
 - hands-on activities and experiments
 - pair and small-group work
 - organizational structures (graphs, charts, timelines and diagrams)
 - group projects and reports

These strategies for developing language, cognition, and critical thinking help to meet the needs of heterogeneously-grouped students. All students bring their unique experiences and own knowledge to the learning task, but limited English proficient students bring them from their own cultural backgrounds as well. A skilled ESL teacher recognizes cultural similarities and differences and uses them to enhance and enrich the learning process.

SOCIAL AND ACADEMIC ENGLISH

According to Cummins, there are two types of English language proficiency: social, which he calls Basic Interpersonal Communication Skills (BICS); and academic, which he names Cognitive Academic Language Proficiency (CALP). Basic Interpersonal Communication Skills denotes a student's ability to function conversationally in English and "survive," or negotiate, everyday situations. Cognitive Academic Language Proficiency refers to a student's ability to function academically in English and is critical for success in school. Teachers must remember that the two are not totally separate aspects of language functioning, but exist on a continuum of language use that students gradually acquire as they develop during the pre-school and school years.

While peer-appropriate communication (BICS) is generally achieved within two years, it often takes five to seven years to achieve English proficiency for academic tasks (CALP) on a par with native speakers of English of the same age. In a definition provided by the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), an effective and successful ESL program addresses the development of both social and academic English. It allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. Academic English must be developed in a classroom setting in which a variety of ESL methods or approaches are used to develop the cognitive, academic, and content-specific English language skills necessary for LEP students to succeed in the mainstream.

COGNITIVE INVOLVEMENT AND CONTEXTUAL SUPPORT IN CONTENT AREA LESSONS

Research strongly suggests that language acquisition is based on input that is meaningful and understandable. Language acquisition takes place when there are multiple opportunities for understanding and using language in a setting in which students feel little anxiety. Cummins states that educators must be aware of the communicative and cognitive demands involved in the content in order to provide students with comprehensible input. Further, teachers must be knowledgeable about students' skills and their relationship to the contextual support.

The following figure, "Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities," and table, "Classification of Language and Content Activities within

Cummins' Framework," aid in presenting how ESL activities can be designed to maximize student learning.

**Range of Contextual Support and Degree of Cognitive Involvement
in Communicative Activities (Cummins, 1982)**

| | | | | | |
|------------------------------|-------------------|--|-------------------|---|-----------------------------|
| | | COGNITIVELY UNDEMANDING | | | |
| CONTEXT- EMBEDDED | Quadrant A | Informal language for social interaction supported by visuals, demonstrations, and hands-on activities | Quadrant C | Informal language for social interaction not supported by context clues | CONTEXT- REDUCED |
| | Quadrant B | Formal academic language supported by visuals, demonstrations, and hands-on activities | Quadrant D | Formal academic language not supported by context clues | |
| | | COGNITIVELY DEMANDING | | | |

Content presentation ranges from content that is embedded in its context to content that is presented in a context-reduced (that is, decontextualized) setting. Context-embedded instruction presents content and develops skills through multiple tools or techniques such as gestures, facial expressions, movements, visuals, and hands-on materials that help the student understand the meaning of the language used. In context-reduced learning situations, the student is forced to rely exclusively on oral or written language to derive meaning. Contextual support facilitates the acquisition of content and communicative skills. As skills become more undemanding to students, the range of contextual support needed is reduced.

Content and communicative skills range from cognitively undemanding to cognitively demanding. Cognitively undemanding skills are those that students can easily perform without a great deal of thinking. These skills have been internalized and are automatic. Cognitively demanding skills are those that require active thinking and more effort. For example, planning solutions to problems and evaluating one's own performance.

ESL students develop social and academic language most easily when contextual support is provided (Quadrants A and B). Eventually, they are able to deal with the many tasks that lack contextual support (Quadrants C and D). In other words, a successful instructional program for language acquisition must maintain a *cognitive* challenge while making the *content* understandable by providing the background and contextual support that students need.

Classification of Language and Content Activities within Cummins' Framework*

| Nonacademic or Cognitively Undemanding, Context-Embedded Activities | Nonacademic or Cognitively Undemanding, Context-Reduced Activities |
|---|--|
| Quadrant A | Quadrant C |
| <ul style="list-style-type: none"> • Develop survival vocabulary • Follow demonstrated directions • Play simple games • Participate in art, music, physical education, and some vocational education classes • Engage in face-to-face interactions • Practice oral language exercises and communicative language functions • Answer lower-level questions | <ul style="list-style-type: none"> • Engage in predictable telephone conversations • Develop initial reading skills such as decoding and literal comprehension • Read and write for personal purposes, e. g., notes, lists • Read and write for operational purposes, e. g., directions, forms, licenses • Write answers to lower-level questions |
| Academic and Cognitively Demanding, Context-Embedded Activities | Academic and Cognitively Demanding, Context-Reduced Activities |
| Quadrant B | Quadrant D |
| <ul style="list-style-type: none"> • Develop academic vocabulary • Understand academic presentations that employ visuals, demonstrations of a process, etc. • Participate in hands-on activities • Make models, maps, charts, and graphs in social studies • Solve word problems in math assisted by illustrations • Participate in academic discussions • Make brief oral presentations • Use higher-level comprehension skills in listening to oral texts • Understand written texts through discussion, illustrations, and visuals • Write simple science and social studies reports with format provided • Answer higher-level questions | <ul style="list-style-type: none"> • Understand academic presentations without visuals or demonstrations • Make formal oral presentations • Use higher-level reading comprehension, e. g., inferences and critical reading • Read for information in content subjects • Write compositions, essays, and research reports in content subjects • Solve word problems in math without illustrations • Write answers to higher-level questions • Take standardized achievement tests |

*Adapted from Chamot, Anna Uhl, J. Michael O'Malley, and Lisa Küpper. *Cognitive Academic Language Learning Approach: CALLA Training Manual*. Arlington, VA: Second Language Learning, Inc., 1988.

SAMPLE ACTIVITIES FOR EACH OF THE FOUR QUADRANTS

Quadrant A:

Nonacademic or Cognitively Undemanding, Context-Embedded Activities

- Show the students pictures or photographs of families sharing and working together at home. Help students identify family members in the pictures.
- Ask students to bring in pictures, photographs, and/or names of family members. Students can draw pictures of their families in their native or new countries.
- Demonstrate through a TPR activity how to make a family tree.

Making a Family Tree

1. *Take a blank sheet of loose-leaf paper.*
2. *Draw a leafless tree on it.*
3. *Make circles on the tree branches to represent your family members.*
4. *Draw pictures of your family members in the circles.*
5. *Underneath the circles write the family members' names.*
6. *Under the names label each family member with their relationship to you.*
7. *Tell the class about your family tree.*

- Elicit from students words in their languages that express family relationships.
- Keep a wall or a large bulletin board clear for displaying family trees. Each student can draw various members of his or her family and place them on the branches of the trees. Later have the students describe their families to the class.

(You can extend this lesson into Quadrant B through activities such as printing name cards.)

Quadrant B:

Academic and Cognitively Demanding, Context-Embedded Activities

- Read a story about a family.
- Discuss the cover picture and author.
- Point to words on each page to demonstrate correlation of spoken word to written word. Invite students to read the words with you.
- Allow the students, on a second or third reading, to demonstrate their knowledge of the concepts in the story through gestures and their own pictures. Take advantage of the illustrations with each reading to provide opportunities for extended conceptualized practice.
- Print word cards using the vocabulary from the story, and have the students illustrate them.
- Write some of the sentences from the text of the story on sentence strips. Have the students copy the sentence strips and place them in story sequence.

- Create an “I’m Proud of My Family” multicultural bulletin board.

Quadrant C:

Nonacademic or Cognitively Undemanding, Context-Reduced Activities

- Read stories based on multicultural family themes.
- Talk about where the students and their family members come from.
- Have students list family members and special days they celebrate.

(This activity could fall within Quadrant B through the use of greater contextualization and cognitive demands. For example, the teacher engages students in role-plays based on family experiences, such as traveling from their native country, moving into an apartment, getting ready for dinner, or having fun together. In addition, students can engage in musical activities, including songs, chants, and rhymes that relate to family experiences.)

Quadrant D:

Academic and Cognitively Demanding, Context-Reduced Activities

- Have students report on their favorite family in the literature they have read.
- Have students write descriptive stories with your assistance.
- Read and record their stories on a cassette to be placed in a listening center.

TARGETING CONTENT AREA SKILLS

Lessons should focus on developing the following content area skills.

Students will be able to:

- Locate information, e. g., skim, scan, reread.
- Understand and interpreting maps.
- Classify and group things that are in some way alike. (Study them, discuss them, and make decisions about them.)
- Understand key ideas, e. g., put details together in order to derive the most important ideas.
- Summarize and outline, e. g., reword what has been read or said and summarize it. Key words can be organized into an outline.
- Predict and infer.

TARGETING ESL SKILLS

Lessons should focus on developing the following language skills.

Students will be able to:

- Follow directions.
- Understand and respond to questions.
- Understand basic structures, expressions, and vocabulary.
- Understand and respond to spoken narratives.
- Match spoken words, sentences, and description to pictures.

- Match spoken words, sentences, and descriptions to written sentences.
- Ask for and give information and directions.
- Follow conversational sequences.
- Role-play fixed and free dialogues.
- Read aloud and with expression.
- Read poems aloud in unison with others.
- Use correct word pronunciation, stress, and sentence intonation.
- Improve pronunciation through rhymes, games, and songs.
- Decode words and read sentences.
- Present oral reports.

PREPARING AN ESL IN CONTENT AREA LESSON

Prepare

- Develop a plan.
- Identify the objectives of the lesson and put them in outline form.
- Analyze the materials needed.
- Anticipate and prepare for any effects and reactions due to the different cultural values that students bring from their prior experience.
- Introduce vocabulary by utilizing a multisensory approach. Use visual aids, realia, gestures, and body movements to make words understandable to the students.
- Use familiar vocabulary words to introduce new vocabulary.
- Eliminate unnecessary words that intensify but do not affect meaning.
- Paraphrase or shorten sentences to simplify structures.
- Use familiar synonyms and antonyms to extend vocabulary or to clarify.
- Examine the text and identify the tense(s) needed to introduce the concept.
- Introduce and use consistently procedural words that indicate what must be done.
- Organize the material into small, easily attainable, and sequential steps.

Present

- Announce the global theme of the lesson.
- Set up a hands-on experience in the classroom or go on a field trip.
- Tap students' prior knowledge.
- Help them organize their thoughts.
- Teach the more difficult vocabulary.
- Use a variety of strategies in teaching new materials to reach students with different learning styles.

- Provide clear transitions and markers for key points throughout the lesson.

Practice

Evaluate Students' Understanding

Follow-up

STAFF DEVELOPMENT ACTIVITY: AN ESL IN SOCIAL STUDIES LESSON

Use the information introduced and discussed in this section and the succeeding pages to develop an integrated ESL in content area lesson plan.

- Read “An Introduction to Life in Nigeria” and review its accompanying activity sheets.*
- Write content and linguistic objectives for your lesson using the attached outline.
- List the vocabulary words essential to this lesson.
- List visuals, realia, and manipulables you could use for comprehensible input.
- List ways you could use the materials for your lesson and note what preparation will be necessary.
- Describe the ESL approaches and techniques specific to your plan and the developmental procedure of your lesson. Be specific about the what, where, when, and how of your procedure. Your approach should clearly demonstrate how the lesson will integrate language and content.
- Consider the adaptations and extensions for special education students.
- Decide how you will evaluate the learning outcomes.
- Write some activities that could expand on what students have learned and further integrate the content with other subject areas.

* Adapted from *Communities Around the World*, New York State Education Department in cooperation with the New York City Board of Education, 1987.

ESL in Content Area Lesson Plan

Objectives

Content

Students will be able to:

Linguistic

Students will be able to:

Vocabulary

Materials

Preparation

Procedure

Evaluation

Follow-up Activities

Adaptations

A Yoruba Village



INTRODUCTION TO LIFE IN NIGERIA

The Federal Republic of Nigeria is the most densely populated country in West Africa. It is culturally diverse, with an estimated 250 ethnic groups and almost as many languages. The people of this multi-ethnic population share some similar traditions, customs, and beliefs. Yet Nigeria also reflects a legacy of cultural influence from its British colonial past: English, designated the official language, is taught throughout the nation's school systems; the judicial structure of the government is adapted from the British; and Christianity, originally introduced by missionaries, is practiced by one-third of Nigeria's southernmost inhabitants.

Everywhere in Nigeria old and new exist together. Many Nigerians in rural areas still work at farming, fishing, or herding to earn a livelihood, while many other Nigerians live in large cities such as Lagos—the capital and largest city. In Lagos one can see the sharp contrasts that exist in Nigeria. People in traditional robes walk the streets carrying baskets on their heads, while above them in high-rise office buildings men and woman in suits sit at computers trading stocks from Wall Street.

The quick pace and excitement of Lagos each year draws from the villages thousands of people who are looking for a better life. Urban life offers new opportunities for many, but jobs are often limited to those who have the technological skills needed in this rapidly changing marketplace. Furthermore, as a result of this migration, the production of crops often does not meet the needs of the urban populations. Although almost three fourths of the Nigerian population live in rural areas, they mainly grow cocoa and peanuts for export. They grow corn, rice, vegetables, and other foods only for themselves. Nigeria, once self-sufficient in agriculture, now imports more than four times the produce it did in the 1970s.

Nevertheless, traditional Yoruban life still exists. In rural communities near Lagos, Yoruba families live in clusters of houses called compounds. Compound inhabitants are likely to be members of a large family group, commonly known in the West as an “extended family.” Yoruba families are patrilineal: authority and heritage come from the father's side of the family.

A group of family compounds, consisting of 50 to 500 or more people, makes up a village. Many villages have their own economic, political, and social structures, and function autonomously to some degree. Their trades people and farmers supply village dwellers with many necessities such as cloth, pottery, yams, and bicycle parts.

INDIVIDUALIZED EDUCATION PROGRAMS FOR LEP STUDENTS IN SPECIAL EDUCATION

As stipulated in the Title VI Public Law 94-142, section 504, an Individualized Education Program (IEP) shall be developed for each limited English proficient (LEP) student in special education. Once the student has been identified as eligible for special education, recommendations are made by the Committee on Special Education (CSE) and the development of the IEP is begun.

The following points are considered when developing the IEP:

- instruction in subject areas and cognitive development in the native language and/or in English, as appropriate
- reinforcement of the student's use of the native language when appropriate
- intensive ESL instruction
- instruction that focuses on the student's abilities (linguistic and cognitive) while targeting the area of disability
- the extent to which the student will participate with nondisabled (both LEP and English proficient) students in the mainstream setting

Parents are active participants in the development of the IEP for students with limited English proficiency. They have the right to be informed in their native language of all procedures. An interpreter is provided at all meetings if the parents cannot communicate in English.

The IEP for limited English proficient students should include the following*:

- the student's classification
- the student's present levels of performance in both the first and second language
- recommended special and regular education programs, including Bilingual Instructional Services
- recommended related services and the language in which they will be delivered
- date of initiation of special education and related services, amount of time the student will receive such services, and the language in which they will be delivered
- testing modifications related to the student's disability and linguistic abilities in the first and second languages
- specialized equipment
- annual goals indicating:
 - language of instruction for each goal
 - goals for English as a second language acquisition
 - the use of ESL methodologies when instruction is in English
 - goals for the development of native language skills when appropriate
 - multicultural curriculum adaptations

*These lists were adapted from *Guidelines for Service to Students with Limited English Proficiency and Special Education Needs in New York State*, New York State Education Department, Division of Bilingual Education and Office for the Education of Children with Handicapping Conditions, January 1990.

- a sequence of short-term objectives leading up to each goal, indicating:
 - language of instruction for each objective
 - use of ESL methodologies when instruction is in English
 - multicultural curriculum adaptations
- appropriate objective criteria and schedule for evaluation
- evaluation procedures consistent with the student's linguistic abilities in the first and second languages
- opportunity to interact with nondisabled students (both limited English proficient and English proficient) in the mainstream setting

VERBS FOR DEVELOPING ESL PERFORMANCE OBJECTIVES

Use the following verbs in writing ESL performance objectives for LEP students at the various stages of language acquisition. (See *Facilitating Language Development*, pages 19 - 30, and the section on the Natural Approach, pages 61 - 63, for a detailed treatment of the four stages.)

Pre-Production

Students are characterized by:

- minimal comprehension
- no verbal production

| | | | | |
|--------|--------|-------|-----------|---------------|
| listen | draw | mime | underline | act (act out) |
| point | select | chart | match | follow |
| move | choose | find | circle | locate |

Early Production

Students are characterized by:

- limited comprehension
- one and two word responses

| | | | |
|-------|------------|----------|--------------|
| name | list | complete | respond |
| label | categorize | classify | answer |
| group | tell (say) | produce | discriminate |

Speech Emergence

Students are characterized by:

- increased comprehension
- use of simple sentences
- some basic errors in production

| | | | | |
|--------|----------|----------|---------------|-----------|
| recall | explain | contrast | compare | summarize |
| retell | describe | record | speak | role-play |
| define | restate | recite | differentiate | |

Intermediate Fluency

Students are characterized by:

- very good comprehension
- use of more complex sentences
- fewer errors in production

| | | | | |
|---------|-----------|----------|---------|-------------|
| analyze | predict | justify | infer | develop |
| create | criticize | support | expand | formulate |
| defend | simplify | generate | modify | hypothesize |
| debate | evaluate | defend | propose | synthesize |

ESL VOCABULARY CATEGORIES

These lists of vocabulary categories are designed to help you choose contexts for lesson objectives at all levels of proficiency. The lists guide you in focusing on specific vocabulary areas that are relevant to your class. You should then select vocabulary by considering the frequency of use of the words and the particular concepts to be developed.

The Basic Vocabulary Categories encompass the survival skills needed both in and out of school. They also encompass the subject areas, which are integral parts of the overall ESL program. The categories you select for developing should be based on the cognitive objectives for a given grade and subject.

The Advanced Vocabulary Categories continue the development of social and academic language. Vocabulary from basic categories should be recycled and used on a higher level.

Remember to develop lessons based on the cognitive, linguistic, and literacy needs of your students. After introducing vocabulary, spiral it into subsequent lessons by using it, thus reinforcing it, in a variety of contexts. Spiraling gives the student many opportunities to grasp vocabulary and concepts. Related listening, speaking, reading, and writing activities will also continue to develop the student's fluency and literacy in English.

Basic Vocabulary Categories

Activities and Chores
Art
Arts and crafts
Current Events and News
Animals and Plants
Body
Clothing and Accessories
Colors
Community
 Buildings, such as a bank, factory, hospital
 Shops, such as a bakery, drug store, flower shop
 Occupations and Professions and
 Their Tools and Equipment
 Cultural Concepts
Emergency Terminology, such as ambulance, 911
Family Members
Food and Meals
Games and Toys
Health and Hygiene
 Illnesses, Aches and Pains

Advanced Vocabulary Categories

Art
Communication and Media,
 such as broadcast and print journalism

 Cultural Concepts, such as roles and society
 Disabilities and Handicapping Conditions
Dream and Fantasy,
 such as ghosts and outer space
Ecology and Conservation
Energy
Geographical Terms
Government and Politics
History
Inventions
Job Descriptions
Library Sections Materials
Literary Forms
Map Terminology
Museums
Mythology

Medical and First Aid Supplies, and Drugs
 Hobbies and Recreation
 Holidays and Celebrations
 House
 Rooms
 Furnishings
 Household Items
 Materials: Natural and Manufactured,
 such as cottons and fabrics
 Measurement and Quantity,
 such as inch, quart, kilogram
 Money
 Music
 Nationalities, Languages, and Countries
 Numbers: Cardinal and Ordinal
 Physical Characteristics
 Physical Sensations and Emotions
 Reading, such as author, illustrator, table of contents
 School
 Personnel
 Objects and Supplies
 Rooms
 Subjects
 Science
 Social Studies
 Shapes and Sizes
 Sports and Equipment
 Time
 Parts of the Day
 Days of the Week
 Seasons
 Time Divisions, such as minute, hour, day
 Tense Words, such as *now*, *later*,
 tomorrow night, and *long ago*
 Telling Time
 Date Expressions
 Transportation
 Weather

Newspapers,
 such as headlines, editorial, classified ads
 Nature and Natural Phenomena,
 such as prairie and flood
 Nutrition
 Reading Materials, such as index and glossary
 Reference Books,
 such as dictionary and encyclopedia
 Repairs
 Social Services
 Technology, such as traffic jam and patrol car
 Vacation and Travel Activities
 Vocational and Career Preparation,
 such as interview and résumé

SAMPLE ESL GOALS AND OBJECTIVES

The following are sample goals and objectives by subject area for English as a Second Language students.

Writing

- Annual goal:
- Amina will be able to write simple sentences in English.
- Short-term objectives:
- Amina will be able to write sentences that describe what is happening in five pictures. Each sentence will consist of three to five words and will use appropriate sentence structures.
 - Amina will be able to unscramble and rewrite four or five sentences.
 - Amina will be able to write a short story of three or four sentences.

Math

Annual goal:

- Jean-Louis will expand his English mathematics vocabulary.

Short-term objectives:

- Jean-Louis will be able to match the corresponding word and symbol for all numbers from 1-20.
- Jean-Louis will be able to count in English from 1-20 using counters.
- Jean-Louis will be able to identify the first ten ordinal numbers using flannel board cutouts.
- Jean-Louis will name in English the operation represented in eight to ten equations presented on a chart (e.g., addition, subtraction).

Communication Arts

Annual goal:

- Kim will continue to expand his ESL receptive and productive vocabulary.

Short-term objectives:

- Kim will be able to point to the picture that corresponds to the word presented on a flash card.
- Kim will be able to comprehend and role play four or five routine classroom directions.
- Kim will be able to illustrate in his vocabulary picture book eight to ten words that were presented in a chart.

Annual goal:

- José will refine his English pronunciation and intonation patterns.

Short-term objectives:

- José will be able to pronounce correctly, in chants and songs, words with long vowel sounds.
- José will be able to participate in an open dialogue using the appropriate intonation pattern for declarative sentences and questions.

SAMPLE ESL SHORT-TERM OBJECTIVES RELATED TO LANGUAGE SKILLS

The following chart* offers sample objectives that are grouped according to the types of language skills they fulfill.

| Listening | Speaking | Reading | Writing |
|--|---|---|---|
| Student will listen to a jazz chant on weather and repeat two lines. | Student will name the four seasons. | Student will identify items in a clothing ad (sizes, colors, prices). | Student will circle pictures of articles of clothing appropriate to the season. |
| Student will arrange picture words to show the sequence of events in a story about winter. | Student will tell how to dress appropriately for each season. | Student will read the temperature on a thermometer. | Student will write two sentences about what he or she likes to do in each season. |
| Student will point out proper dress from illustrations in a picture dictionary after listening to a winter weather forecast. | Student will role-play a situation in a clothing store. | Student will locate and circle three words in a word-find puzzle. | Student will write the correct adjectives in three out of five sentences. |
| Student will follow directions and pantomime typical winter activities | Student will share likes and dislikes about winter. | Student will read a short story about winter and answer detailed questions. | Student will rewrite words in a scrambled sentence. |

*Adapted from *ESL-SEDAC (Special Education Developmental Activities Curriculum)*, Division of Special Education, New York City Board of Education, 1985.

SAMPLE ESL LESSONS

ETHNIC GROUPS IN THE COMMUNITY: ESL IN SOCIAL STUDIES*

Approach Language Experience Approach (LEA)

ESL Level Intermediate/Advanced

Behavioral Objectives

Students will be able to:

- list two reasons people from all over the world have come to live in New York City.
- match three large ethnic groups with their neighborhoods on a map of New York City.

Structures

Verbs: infinitive of purpose (My family left China *to look for* a better life.)

Conjunctions: correlative (either...or; neither...nor)

Conjunctions: subordinating (as soon as, before, after, when, where, until; e.g., *After* the government changed, we had to leave my country.)

Vocabulary

| | | | |
|--------------|----------------|-----------|-----------------|
| borough | community | immigrant | customs |
| neighborhood | ethnic group | language | cultural groups |
| nationality | native country | | |

Materials

experience chart
pictures of streets, neighborhoods, family members
map of New York City
Activity Sheets 1, 2 and 3
newspapers written in English and other languages

Motivation

- Ask students why they came to New York City with their families or if they know why some friends or relatives moved here. Discuss with students and develop a semantic map of their responses.
- Use a map of New York City to review the five boroughs with the class.
- Point out various areas where there is a large concentration of one ethnic group.
- Develop an experience chart based on students' responses.

Procedure

- Use a map of New York City to review the five boroughs with the class, then introduce vocabulary. Have students point out the boroughs where they live, go to school or have visited.

*Adapted from *Fusion: An ESL/Content Areas Resource Activities Guide*, Board of Education of the City of New York, Division of Bilingual Education, 1987.

- Model target structures and encourage more advanced or high-functioning students to elaborate on their answers: “Why did your family move to the Bronx?” “We moved here *to find* better opportunities.” (infinitive of purpose) “Does your family speak English?” “*Neither* my mother *nor* my father speaks English well yet.” (correlative conjunctions) “They are learning it now.” “When did you start studying English?” *As soon as* I arrived, my cousins started helping me with my English. (subordinating conjunctions)
- Explain that people of different ethnic groups often live in the same community, and sometimes many people of one ethnic group live together in a community.
- Distribute Activity Sheet 1: New York City (See activity sheets). Review and discuss the boroughs and neighborhoods; explain the use of a map key and introduce the different major ethnic groups. Finally, elicit from the students descriptions of neighborhood and borough locations using targeted structures and vocabulary. Develop a language experience chart using students’ responses to provide for reading development and comprehension.
- You may use Activity Sheet 2 as a homework assignment. The students are to label and color the map using the key as discussed in Activity Sheet 1.
- As further reinforcement have pairs of students interview each other about where they were born and raised. Students can use the interview guide (Activity Sheet 3). Afterwards, each pair gives an oral report to the class based on the interview. As a follow-up students can use the interview sheets to write an essay organized into paragraphs.

Extensions

- Have immigrant students draw pictures, develop or write individual journals about their experiences when newly arrived in the United States. Other students may write about a place they used to live or one where they have visited relatives.
- Develop multicultural understanding as well as listening, speaking, reading, and writing skills through literature. The following books focus on the experiences of immigrant and minority families:

Betancourt, Jeanne. *More Than Meets the Eye*. New York: Bantam Books, 1990 (Chinese experience.)

Hunter, Kristin. *The Soul Brothers and Sister Lou*. New York: Avon Paperbacks, 1975 (African-American experience.)

Mohr, Nicholasa. *South Bronx Remembered*. New York: Harper & Row, 1975 (Puerto Rican experience.)

- Cook in the classroom to provide students with an opportunity to learn about other cultures and to read, measure, follow simple recipes, work cooperatively, and have fun. The following two recipes, the first from China and the second from the Caribbean, are easily adaptable in the classroom and are also economical to prepare.

Egg Drop Soup
(Serves 3)

Ingredients Needed

1 tablespoon cornstarch
2 tablespoons cold water
1 egg
3 cups of clear chicken broth/or
3 chicken bouillon cubes plus
3 cups of water

Directions

1. Pour broth into saucepan or pour water into saucepan and add bouillon cubes.
2. Bring to a boil.
3. Put cornstarch and 3 tablespoons of water into a small jar. Cover lid and shake vigorously. Add to the hot broth.
4. Beat egg in small bowl, and slowly pour into saucepan.
5. Stir until shredded pieces of cooked egg rise to top.
6. Add some chopped scallion if desired.

Sweet Plantains
(Serves 6)

Ingredients Needed

3-4 yellow ripe plantains
1 cup of oil
paper towels

Directions

1. Heat oil in frying pan.
 2. Peel plantains and slice diagonally. Pieces should be approximately 1" long, and no more than 1/2" thick.
 3. Place carefully in single layer in hot oil.
 4. Fry on both sides until golden brown.
 5. Remove and drain on paper towels. Serve hot.
- Have students look for numbers written out in English, Spanish, and Chinese newspapers. They can circle the numbers or cut out and paste them on construction paper.

Learning Numbers in Spanish and Chinese

| English | Spanish | Chinese Pronunciation | Chinese Characters |
|----------|---------|-----------------------|--------------------|
| 1. one | uno | (yut) | 一 |
| 2. two | dos | (yee) | 二 |
| 3. three | tres | (som) | 三 |
| 4. four | cuatro | (sei) | 四 |
| 5. five | cinco | (mmm) | 五 |
| 6. six | seis | (look) | 六 |
| 7. seven | siete | (chut) | 七 |
| 8. eight | ocho | (baht) | 八 |
| 9. nine | nueve | (gau) | 九 |
| 10. ten | diez | (shap) | 十 |

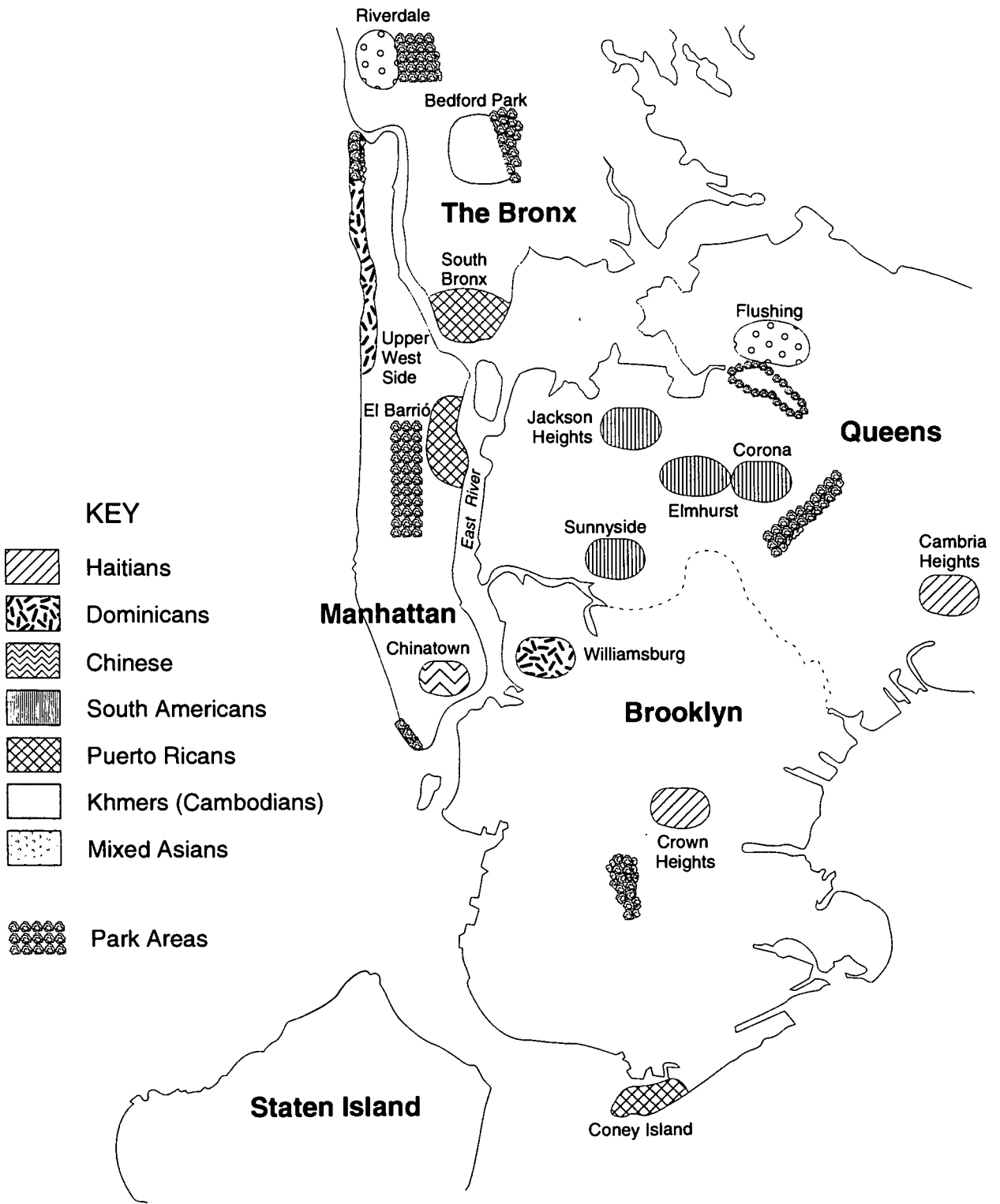
- Take a class trip to one or more of the communities studied in the lesson.

Adaptations

- Provide students who are visually impaired with magnifying glasses when discussing Activity Sheet 1. Or prepare an overhead transparency that is color-coded, permitting the students to identify accurately each item on the map to facilitate their participation in the class discussions.
- Keep the noise level of the classroom reasonably low since the visually impaired students depend on their auditory skills to obtain the information necessary for understanding the lesson.
- Make sure the illustrations, objects, words and/or phrases specific to this lesson are familiar to the students, useful for their learning needs, and culturally relevant. If the concepts presented contradict any student's cultural belief, both sides should be openly discussed. The teacher should find ways to integrate cultural practices with various subject areas.
- Be aware of skills, information, and concepts that are prerequisites to new learning tasks for students with mental retardation and/or learning disabilities. You should not attempt new tasks until these prerequisites are part of the students' repertoire.

ACTIVITY SHEET 1

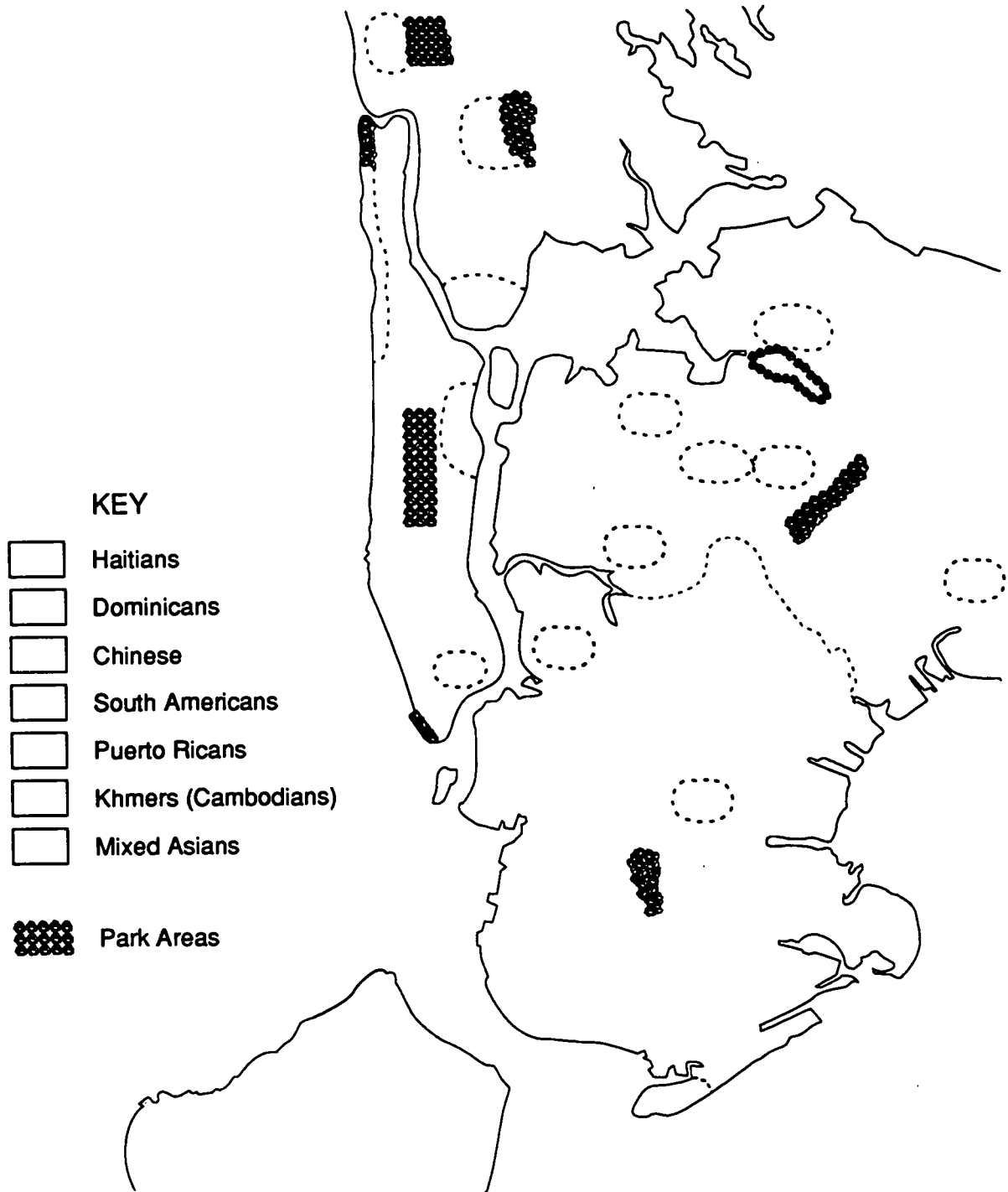
New York City Map I



ACTIVITY SHEET 2

New York City Map II

Directions: Label the five boroughs and the many ethnic neighborhoods in New York City. Use a different color to represent each ethnic group.



ACTIVITY SHEET 3

Interview Guide

My name _____

Name of person interviewed _____

Date of interview _____

1. What country did you live in before you came to the United States? _____

2. What was the first thing you noticed about your new neighborhood? _____

3. How is your neighborhood the same as the one you came from? _____

4. How is your neighborhood different from the one you came from? _____

5. What do you like most about living in your neighborhood now? _____

6. What have you missed about your old neighborhood or country since coming to New York City?

7. Compare your native country with New York City?

a. How is the **food** different here? _____

b. How is the **clothing** different here? _____

c. How is the **climate** different here? _____

d. How are the **streets** different here? _____

READING FOOD LABELS: ESL IN MATHEMATICS AND SCIENCE*

Approach The Natural Approach

ESL Level Intermediate/Advanced

Behavioral Objectives

Students will be able to:

- solve one-sentence story problems.
- read and interpret food labels.

Structures

Adjectives: Comparative (-er)

Adjectives: Comparison of equals (as...as)
Conditional statements with “if”

Vocabulary

| | | | |
|------------|--------------|------------|---------|
| food label | calorie | how much? | weight |
| diluted | serving size | how many? | percent |
| weak | ingredients | total | |
| weaker | nutritious | difference | |

Materials

juice
labels from packages of products that students use at home
Activity Sheets 1, 2, 2A, and 3.
paper cups

Motivation

- Have students tell which fruit drinks and juices they like (orange, papaya, etc.) by sampling juices and looking at pictures.
- Ask: “What kind of juice do you like?” “What kind of juice do you drink at home?”

Procedure

- Increase comprehensible input by using gestures, visuals, and realia to assist students in learning the names of different kinds of juices. Have students match the juice to the fruit in the visuals. Encourage students to describe the different fruit juice flavors they have sampled and allow them to record their responses on a chart tablet.
- Make a tally of the students’ favorite juices by asking, “What’s your favorite juice?” When the tally is completed review the results, e.g., “Which juice is most popular? Which is least popular?” As an introduction to the following passage, ask the students, “Does anyone know the difference between juice and a drink?”
- Distribute Activity Sheet 1. Read the following passage aloud or have a student read it.
Julio can tell how much real juice there is if he looks at the labels. The label must say

*Adapted from *Fusion: An ESL/Content Areas Resource Activity Guide*, Board of Education of the City of New York, Division of Bilingual Education, 1987.

whether it is a “drink” or a “juice.” The “drink” is always diluted. Diluted means it has water, sugar, and flavorings. The “drink” has only 5% or 10% real juice, while “juice” is 100% real juice. The “drink” is weaker than real juice.

- Ask students about the labels, for example, “Which would you prefer to drink, orange juice or orange drink? Why?” Discuss the concept that orange juice is more nutritious than orange drink.
- Students can work in groups to complete the following questions, based on Activity Sheet 1. (The teacher may want to write the questions on the board or a chart.)
 - a. Look at the two labels. Which brand is diluted?
 - b. Diluting something makes it weaker. Which brand provides more nutrition?
 - c. What is the difference (in percent of fruit juice) between orange juice and orange drink?
 - d. Complete the following one-sentence statement about the two drinks.
Orange juice has _____% more real juice than _____.
- Have students work in pairs or groups in order to complete the exercise below. Assist by clarifying the story problems, if necessary.
 - a. If Mei-Ling ate a bowl of wonton soup (115 calories), a shrimp egg roll (165 calories), and a bag of lychee nuts (120 calories), how many calories in total would she have eaten?
 - b. If Evelyn had a Cuban sandwich (350 calories), fried plantains (400 calories), and a cup of papaya juice (100 calories), how many calories in total would she eat?
 - c. If Tom had one bag of pretzels (150 calories each bag), two apples (90 calories each), two sodas (100 calories in each can), and a cup of guava juice (100 calories), how many calories in total did he eat?
 - d. If Julio were hungry and ate two slices of chocolate cake (200 calories per slice), how many calories in total did he eat?
 - e. Julio’s doctor told him to eat only 2000 calories per day. He ate one slice of cake. What per cent of those calories would he eat?
 - 5% •10% •15% •20%
 - f. Which of these students ate the most calories?

Extensions

- Review the meaning of *calorie*: A calorie is a measure of heat and energy. Explore why people should eat carefully and wisely. Ask the students, “What happens if we are unable to burn off the excess calories?” Collect additional labels and help the students compare and contrast calories per serving found in various food products.
- Bring in food labels from cans, bottles, or frozen foods. Show the students other nutritional information found on a label. Distribute Activity Sheet 2, “Comparing Labels.” Students work in pairs to answer the questions on Activity Sheet 2A.
- Have students look in newspapers or magazines for food advertisements, keeping in mind the concept of calories. Then make collages using the pictures. Group foods of a certain number of calories together. Use TPR.

- Give students a recipe. Have them list the ingredients they must purchase. Go through the steps of shopping and preparing a dish or meal.
- Pre-record or sing popular food jingles to play in class. Have students work in groups to compose jingles for a food product.
- Distribute Activity Sheet 3 and have students complete it to review and practice using new vocabulary. Look at labels and note unusual or difficult vocabulary.
- Encourage students to bring in food labels from food items produced in their native countries as a means of comparing and contrasting the type of information listed, ingredients, nutritional value, and calories, etc. Have the students develop a chart listing the information and post it on the classroom bulletin board.
- Have students make their own food ads promoting a healthy diet.

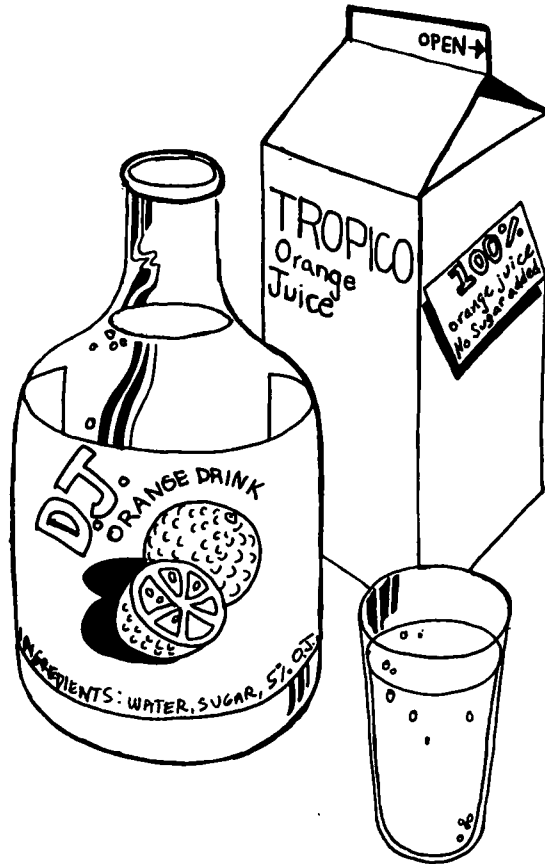
Adaptations

- Look at labels and note unusual or difficult vocabulary. Introduce new words before initiating new assignments. Some food labels contain words that may be difficult for students with a language delay and/or students with mental retardation. Such terms may include: cholesterol, sodium, carbohydrates, protein, vitamins, calcium, iron, fat, dietary fiber, etc. Perform a task analysis of the process of reading a food label.
- For students with mental retardation, review the process of solving simple word problems in math. Review the four basic operations, i.e., addition, subtraction, multiplication and division. Use manipulatives to arrive at percentages, e.g., 25%, 50%, 75%, etc.

ACTIVITY SHEET 1

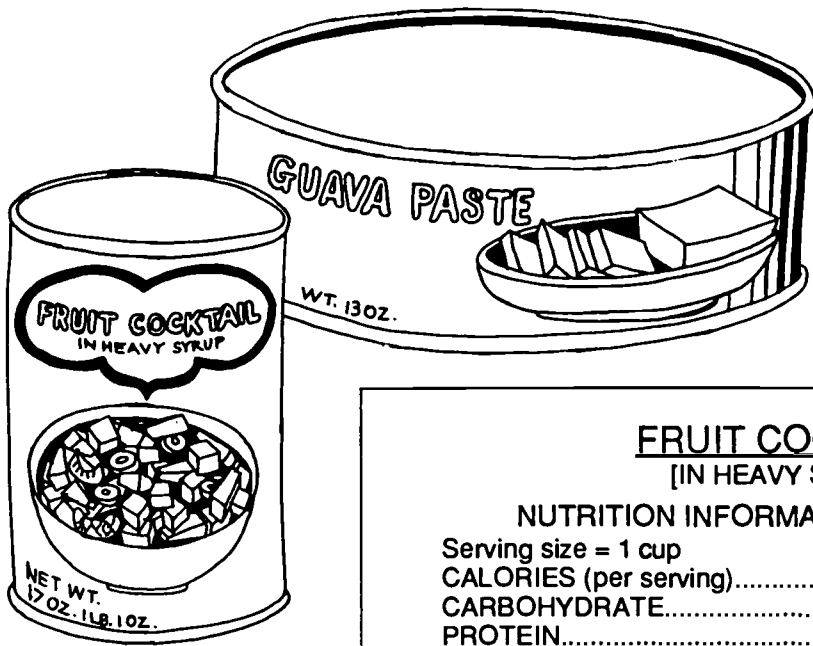
Reading Food Labels

Directions: Read each label. List the ingredients that you see on each label.



ACTIVITY SHEET 2

Comparing Labels



FRUIT COCKTAIL
[IN HEAVY SYRUP]

NUTRITION INFORMATION (per serving)

Serving size = 1 cup Servings per can = 2

CALORIES (per serving).....310

CARBOHYDRATE.....22 grams

PROTEIN.....2 grams

FAT.....22 grams

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)

| | |
|------------------------------------|------------------|
| PROTEIN.....2 | NIACIN.....7 |
| VITAMIN A10 | CALCIUM.....2 |
| VITAMIN C.....15 | IRON.....4 |
| THIAMIN (B ₁).....5 | PHOSPHORUS.....8 |
| RIBOFLAVIN (B ₂).....3 | |

GUAVA PASTE

NUTRITION INFORMATION (per serving)

Serving size = 1 cup Servings per can = 2

CALORIES (per serving)....110 CARBOHYDRATE.....20 grams

PROTEIN.....7 grams FAT.....1 gram

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)

| | |
|------------------------------------|-------------------|
| PROTEIN.....10 | NIACIN.....8 |
| VITAMIN A20 | CALCIUM.....3 |
| VITAMIN C.....35 | IRON.....10 |
| THIAMIN (B ₁).....10 | PHOSPHORUS.....10 |
| RIBOFLAVIN (B ₂).....9 | |

ACTIVITY SHEET 2A

Comparing Labels

Directions: Answer the questions in complete sentences.

1. How many servings are in the can of guava paste? _____

2. How large is the serving size? _____

3. How many calories per serving are in the guava paste? _____

4. How many calories per serving are in the fruit cocktail? _____

5. Are there as many calories in a spoonful of guava paste as in a spoonful of fruit cocktail?

6. Which serving contains fewer calories? _____

7. Which serving contains more calories? _____

8. What is the difference in calories between the two servings? _____

ACTIVITY SHEET 3

Food Label Vocabulary

Directions: Complete the sentences by filling in the missing words.

weight food label diluted serving size calorie

1. A _____ indicates the amount of energy you get from food.
2. A _____ tells you what the food product contains.
3. A fruit “drink” is weaker than real juice because it is _____ with water, sugar, and flavoring.
4. If Julio eats more calories than he can use in a day, he will gain _____.
5. The portion one person eats is called the _____.

READING AND FOLLOWING A PROGRAM CARD: ESL IN SOCIAL STUDIES*

Approach Total Physical Response (TPR)

ESL Level Beginning

Behavioral Objectives

Students will be able to:

- explain what information a program card contains.
- read and follow a program card.
- complete a program card.

Structures

Questions with the verb “to be”

Commands

Ordinal numbers

Vocabulary

| | | | |
|---------------------------------|----------------|----------------|-----------------|
| program card | social studies | official class | main office |
| subject | science | cafeteria | guidance office |
| math | exit | lunchroom | homeroom |
| English | entrance | stairway | bathroom |
| English as a Second Language | before | after | |

Note: Introduce the vocabulary over an extended period of time in contextualized activities.

Materials A map of school and Activity Sheets 1 and 2.

Motivation

- Using the sample questions below, talk with students about previous school experiences in their native countries or, if born here, in other schools.
 - What month does school begin in your native country?
 - Julio, how many subjects did you study in Colombia?
 - Did you change rooms for the different subjects?
 - What time did your school day begin?
 - Elisa, were your classes the same or different from your classes now?
- Complete a tally of students who came from schools where subjects were taught in different rooms versus those who came from schools where different subjects were taught in the same classroom. Implement the following TPR activity.

*Adapted from *Fusion: An ESL/Content Areas Resource Activities Guide*, Board of Education of the City of New York, Division of Bilingual Education, 1987.

Making a Tally

Teacher models steps 1-5:

1. Walk to the board.
2. Take a piece of chalk.
3. Point to the titles of the columns, “change” and “not change.”
4. Write your name under one of the columns.
5. Tell the class why your name is in that column.
6. Students repeat steps 1-5.

Procedure

- Develop a simple map of the school to familiarize the students with the school building. Use selected vocabulary from the list, for example, entrance, exit, main office, cafeteria, etc., and have students locate each. Teachers should review concepts of “before” and “after,” days of the week, numbers, etc., to help students understand the program card.
- Distribute Mei Ling’s program card (Activity Sheet 1). Ask the students the following questions:
 - When is the lunch period?
 - What class does Mei Ling have before lunch on Thursday?
 - What class does Mei Ling have after lunch on Friday?
 - What class does Mei Ling have before lunch on Monday?
 - Which day does Mei Ling have math after lunch?
 - Which days does Mei Ling have science before lunch? Which period is that?
 - What room is Mei Ling in before lunch on Wednesday?
 - What room is Mei Ling in after lunch on Tuesday and Thursday?
 - Which period does Mei Ling have Physical Education on Friday?
 - When does Mei Ling have art?

Note: Remember to explain the relationship between room numbers and floors, for example, Room 430 is located on the fourth floor. Also remember that in some countries what we call the second floor is called the first floor.

- Tour the building with the students and have them note where subject area classrooms and school offices are located. While on tour ask students the following questions; and have students write down the room number and floor:
 - Where is the English classroom?
 - Where is the auditorium?
 - Where are the bathrooms?
 - Where is the main office?
- You may also review and practice commands before beginning the activity and while taking the tour, for example,
 - Go up the stairs.
 - Walk to the door.
 - Point to the exit sign.
- Distribute Activity Sheet 2. Guide the students in filling out their program cards. Review and introduce new vocabulary by referring to the list, for example, program card, math, social studies, period, floor, homeroom, etc. Ask the students questions about their schedules in order to make sure they understand their program card.

Extensions

- Copy a blank program card onto the board. (See Activity Sheet 2.) Call students up to fill in the program card. For example say, “Monday, first period, Science, Room 315.” The student then goes to the board and writes the information in the correct box. Have students send classmates to the board to fill in schedules by using language already modeled.
- After completing the program cards, put the students in pairs and have them ask each other questions about their class schedules.
- Ask a student to tell other students what to do at specific times. For example, say, “Julia, it’s the end of second period on Wednesday. The bell rings. Tell Miguel what to do.” Julia responds, “Put your books in your book bag. Stand up. Push in your chair. Get on line. Wait for the bell. Be quiet. Leave the classroom. Go to math class, etc.” The student receiving the commands responds by acting them out.

Adaptations

- For students who have difficulty focusing on condensed material:
 - Cut the program card into strips for each day so that the students can refer to them individually.
 - Have them cover the days they do not need with a strip of paper when searching for required information.
- For students with behavioral problems, the paraprofessional can provide guidance in becoming familiar with the school building and routines for moving between classrooms when departmentalized schedules are in place. The paraprofessional may take the opportunity to review school policies regarding movement in the building; e.g., “Walk on the right side of the hall,” “Speak in a whisper,” “Walk quickly without running,” “Go directly to the classroom, “ “Don’t stop in the bathroom or office.”
- For hyperactive students who have difficulty waiting their turn and constantly interrupt others, the teacher may teach the pragmatics of conversation which include:
 - taking turns in a group discussion.
 - how to initiate a conversation appropriately.
 - how to clarify a point not well understood.
 - how to follow the logical sequence of a discussion.
 - how to maintain a reasonable social distance.

Acquisition of these sociolinguistic skills will be influenced by the student’s level of English proficiency and cultural considerations.

ACTIVITY SHEET 1

Mei Ling's Program Card

| Name: Mei Ling Chen | | | | | School: I.S. 731 | | | | | |
|----------------------------|------------|----------|----------|-----------|--------------------------|----------|----------|----------|-----------|-----------|
| Official Class: 7-208 | | | | | School Year: 19__ - 19__ | | | | | |
| Teacher's Name: Ms. Cortez | | | | | | | | | | |
| period | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
| Home Room | Office | room 208 | Office | room 208 | Office | room 208 | Office | room 208 | Office | room 208 |
| 1 | English | 303 | Math | 205 | English | 303 | Math | 205 | Lang. | 415 |
| 2 | Health Ed. | 200 | English | 303 | Lang. | 415 | English | 303 | English | 303 |
| 3 | Math | 205 | Soc Stud | 315 | Science | 430 | Art | 218 | Math | 205 |
| 4 | Science | 430 | Science | 430 | Soc Stud | 315 | | | Science | 430 |
| 5 | L | | U | | N | | C | | H | |
| 6 | Soc Stud | 315 | Lang. | 415 | Math | 205 | Lang. | 415 | Phys. Ed. | 4th floor |
| 7 | Ind. Arts | 421 | Phys. Ed | 4th floor | Ind. Arts | 421 | Soc Stud | 315 | | |
| 8 | | | | | | | Science | 430 | Soc Stud | 315 |

ACTIVITY SHEET 2

Program Card

Directions: Fill out the program card with your schedule.

| | | | | | | | | | | | |
|-----------------|--------|--------------|---------|------|-----------|------|----------|------|--------|------|--|
| Name: | | School: | | | | | | | | | |
| Official Class: | | School Year: | | | | | | | | | |
| Teacher's Name: | | | | | | | | | | | |
| period | Monday | room | Tuesday | room | Wednesday | room | Thursday | room | Friday | room | |
| Home Room | | | | | | | | | | | |
| 8:40-8:55 | 1 | | | | | | | | | | |
| 9:00-9:40 | 2 | | | | | | | | | | |
| 10:30-11:10 | 3 | | | | | | | | | | |
| 11:15-11:55 | 4 | | | | | | | | | | |
| 12:00-12:40 | 5 | | | | | | | | | | |
| 12:45-1:25 | 6 | | | | | | | | | | |
| 1:30-2:10 | 7 | | | | | | | | | | |
| 2:15-2:50 | 8 | | | | | | | | | | |
| 2:55-3:00 | HR | | | | | | | | | | |

HEREDITY AND GENETICS: ESL IN SCIENCE*

Approach Cooperative Learning

ESL Level Advanced

Behavioral Objectives

Students will be able to:

- define heredity, genetics, traits, dominant, recessive, homozygous, and heterozygous.
- predict traits of children given the traits of their parents.

Structures

Adjectives (describing physical features)

Contractions (I'm, you're, he's, she's, we're, they're)

Modal auxiliaries (can, could, may, might).

Nouns: possessive (singular - 's)

Vocabulary

| | | | |
|--------------|-----------------|--------------|-----------|
| heredity | offspring | hybrid | genes |
| genetics | inherit | pure | recessive |
| traits | characteristics | homozygous | dominant |
| human beings | | heterozygous | |

Materials

magazine pictures

large charts

crayons or markers

Activity Sheets 1A, 1B, 2, 3, and 4.

Motivation

- Show pictures of people from all over the world. Make a chart based on students' discussion to show how people look different or the same.
- Introduce the following vocabulary and concepts to the students as you develop the semantic map on heredity. Use visuals and realia.

Genes the small parts of chromosomes located in every cell in the human sperm and egg that determine the traits that the offspring will inherit.

Genetics the science or study of genes

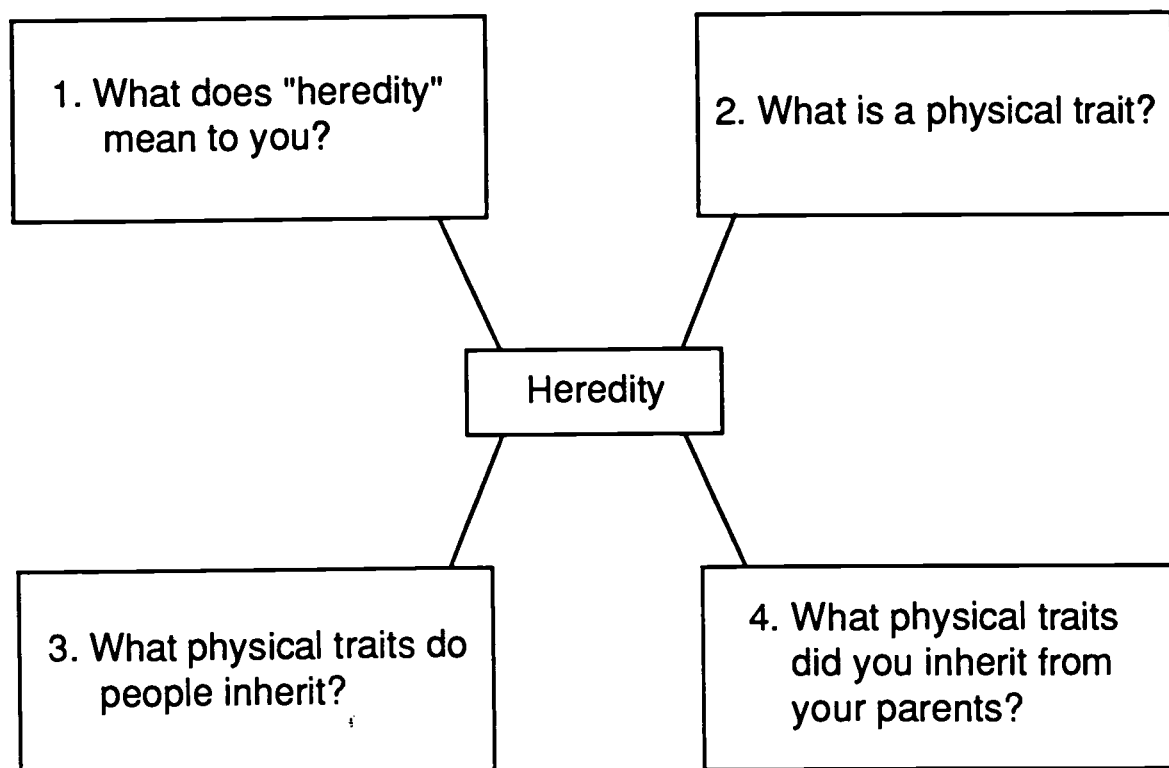
Traits certain characteristics or features (hair color, eye color and shape, height, etc.)

Heredity the passing of traits from parent to offspring

Inherit to receive (a characteristic or trait) from a parent

*Adapted from *Fusion: An ESL/Content Areas Resource Activities Guide*, Board of Education of the City of New York, Division of Bilingual Education, 1987.

Semantic Map: Heredity



Note: The structured semantic map above is recommended for LEP students in special education. You may want to use a more open-ended semantic mapping model. Regardless of the model used, encourage students to offer answers without focusing on their errors.

- On the board draw the semantic map (see above) based on the term *heredity*.
- Ask, "What does *heredity* mean?" List all responses.

Be aware that students may respond "car," "house", etc. You may need to explain the difference between heredity and inheritance.

- Ask, "What is a physical trait?" List all responses.
- Ask, "What physical traits do people inherit?" List all responses.
- Finally, ask the students, "What physical traits did you inherit from your parents?" List all responses.

Procedure

- Distribute Activity Sheet 1A. Read the short paragraph with the class and ask the students to look at the picture in order to discuss the physical traits of Evelyn's parents. Elicit observations from the students. For example, ask them to list the physical traits that Evelyn might inherit from her parents.
- Distribute Activity Sheet 1B. Have students use the information discussed to draw the different ways that Evelyn might look.

- Write the following information on the board.

| | |
|-----------------------------|-----------------------------|
| <i>Evelyn's father has:</i> | <i>Evelyn's mother has:</i> |
| • curly black hair | • straight black hair |
| • green eyes | • brown eyes |
| • dark skin | • fair skin |

Ask, "What might Evelyn look like?"

Have students take a guess and explain their opinions.

- After the students have completed the exercise above, make the necessary arrangements to begin the cooperative learning lesson that follows. Remember that cooperative learning is a valuable approach that requires prior planning and organization. This lesson may be extended over a period of several days.
- Divide the students into groups of four. Ensure that each group reflects variety in gender, ethnicity, and academic ability. Readjust groups if necessary by moving individuals.
- Explain the three cooperative group skills involved in the lesson:
 - Everyone stays with his or her group.
 - Everyone speaks in a soft voice.
 - Everyone helps complete the group's work.
- Assign the following four roles to the students in each group:

Reader: reads the group's material out loud to the group ensuring that everyone understands and remembers what has been read.

Recorder: writes the group's answers on the activity sheet, has the members sign the sheet at the end of the lesson, and is responsible for turning it in to the teacher.

Encourager: makes sure that everyone participates in the activity and invites reluctant or silent group members to share their ideas.

Checker: checks on the comprehension or learning of the group members by asking them to explain or summarize the material learned or discussed.
- Hand out one Activity Sheet 2 to each group. Students must arrange the words into the appropriate category. The Reader recites the words on the list; the Recorder writes the words under the correct category based on group discussion; the Encourager makes sure that the others participate by saying, for example, "José, what do you think?" or "Kim, do you have anything to add?"; and the Checker makes sure that the words have been placed in the correct categories. Remind the students that there will be one grade per group.
- Monitor the groups by intervening only when necessary to ensure that the groups are demonstrating the targeted cooperative skills. If not, suggest more effective procedures for working together and more effective behaviors for students to engage in.
- Spot check each group's answers when they have finished by asking questions and calling on individuals. Remind the students that each individual in the group must be sure of the

responses because the whole group will be graded based on individual students' responses. Copy the categories and lists onto the board. The Recorder from each group will make any corrections necessary.

- Have students complete Activity Sheet 3 (Student Self-Evaluation Sheet) to determine the success of the cooperative learning lesson.

Extensions

- Have each student make a family tree using Activity Sheet 4. Specify relationships to be included.
- Do a survey of the class and design a bar graph to depict how many students have brown eyes, blue eyes, curly hair, straight hair, etc. Be sensitive to the students' diversity and feelings.
- Draw a rainbow and use it to create a collage of people with diverse characteristics.
- Have students complete the following as a review:

Directions: Choose the correct word.

1. Hair color, eye color, height are _____.
inherit traits blue
2. The science or study of genes is called _____.
genetics inherit yellow
3. The study of the passing on of traits is called _____.
biology heredity chemistry
4. The traits that show up most often are called _____.
dominant recessive genes
5. A child is a(n) _____ of the parents.
genes traits offspring

Adaptations

- For students who have difficulty following directions, model appropriate behavior for the cooperative learning exercise.
- Ensure that hearing impaired students, when participating in the cooperative learning activity, sit where they can make the most of what they hear and see. Such students should be within five feet of the other group members. The group should be in a well-lighted area to facilitate lip reading. A dictionary may be used to aid in the pronunciation of difficult words. Remember to praise and encourage the hearing impaired student when they have correctly pronounced a previously difficult word.
- For students with learning disabilities, review the assignment of roles and the cooperative group skills involved in the lesson, and have the students repeat after you. The paraprofessional can reinforce the meaning of difficult vocabulary by using drawings and illustrations from science books. Translation when necessary can be used to encourage understanding.

- For students who are more advanced, introduce the following additional vocabulary:

hybrid trait if the genes are different

pure trait if both genes are the same

homozygous having only one gene form for a given trait.

heterozygous having more than one gene form for a given trait.

Then develop critical thinking skills by having students consider the following situations and then complete the sentences. Explain the use of prefixes, base words, and suffixes to form new words.

- If Evelyn's father is tall and Evelyn's mother is tall, both parents have the same trait. Height is a homozygous trait. The tall (homozygous) trait is a *dominant* trait.

Evelyn could be _____. (tall)

- If Evelyn's father is tall and Evelyn's mother is short, the parents have opposite traits. Height is a heterozygous trait.

Evelyn could be _____ or _____. (tall or short)

Her sister could be _____ or _____. (short or tall)

If Evelyn had children, her children could be _____ or _____. (short or tall)

ACTIVITY SHEET 1A

Heredity and Genetics

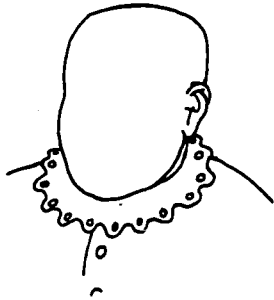
This is Evelyn and her parents. They have certain traits that were passed on to Evelyn. What could Evelyn look like?



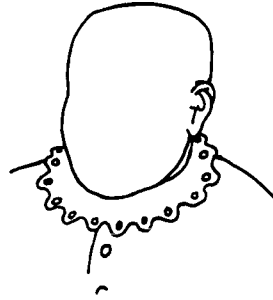
ACTIVITY SHEET 1B

Characteristics

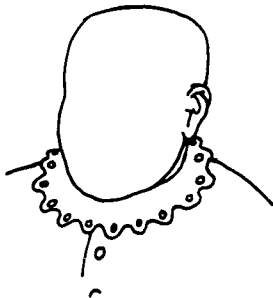
Use the traits described to help you draw how each child looks.



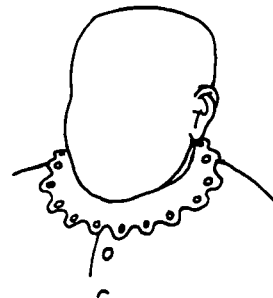
[Father's traits] curly black hair
green eyes
dark skin



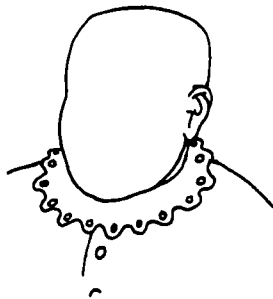
[Mother's traits] straight black hair
brown eyes
fair skin



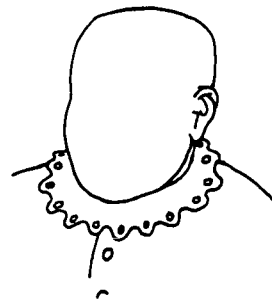
[Mixed traits] straight black hair
brown eyes
dark skin



[Mixed traits] straight black hair
green eyes
fair skin



[Mixed traits] curly black hair
green eyes
dark skin



The most possible traits Evelyn would have:
curly black hair
brown eyes
dark skin

ACTIVITY SHEET 2

Heredity and Genetics Vocabulary

Directions: List the following words under the correct category:

Words

| | | | | |
|-------|-------|--------|----------|--------|
| brown | skin | mother | straight | thin |
| curly | nose | blue | mouth | olive |
| hair | green | father | arms | tall |
| eyes | black | ears | short | sister |

Colors

**Parts of
the Body**

**Member of
Family**

**Descriptive
Words**

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

ACTIVITY SHEET 3

Student Self-Evaluation Sheet

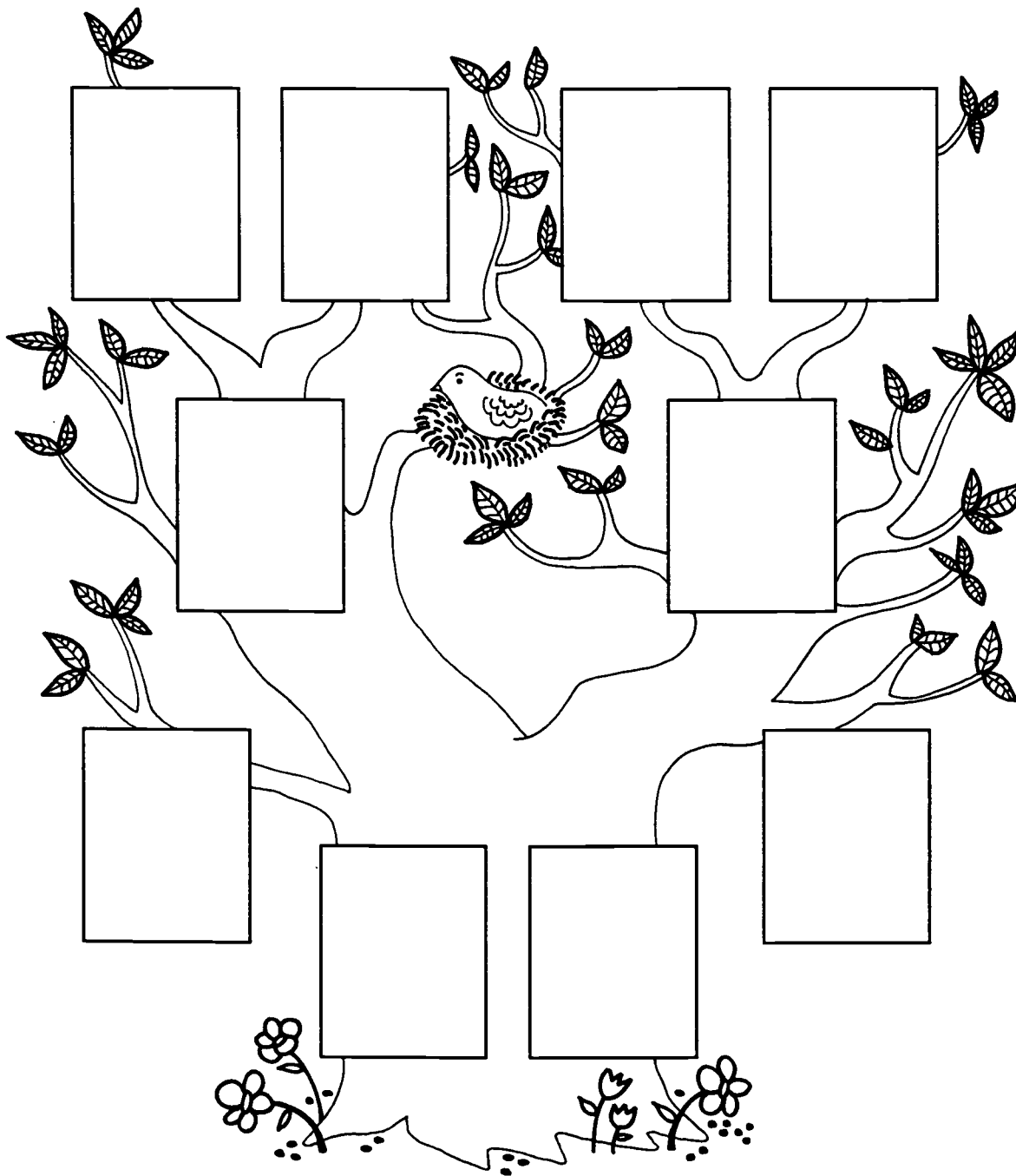
1. I was assigned the role of _____.
2. I understood my role.
 Yes
 No
3. This role (check one)
 a. had too much to do.
 b. did not have enough to do.
 c. was a good job for one student.
4. In my role, I did (check one)
 a. an excellent job.
 b. a satisfactory job.
 c. a poor job.
5. I helped to complete the group's work. (check one)
 a. This is completely true.
 b. This is partially true.
 c. This is not true.
6. I stayed with my group.
 Yes
 No
7. I spoke in a soft voice.
 Yes
 No
8. On a scale of 1 to 10, with 10 being the highest, I would give my group the following grades:
 a. On the group assignment or product
 b. On how well our group worked together
9. I would make the following suggestions to the next person who performs my role:

10. My group could improve the way it works by _____

ACTIVITY SHEET 4

My Family Tree

Directions: Make a family tree. Include your paternal grandfather and grandmother, your maternal grandfather and grandmother, your father, your mother, your brothers, your sisters, and you.



RESPONSIBILITIES IN THE HOME, SCHOOL, AND COMMUNITY: ESL IN SOCIAL STUDIES*

Approach Whole Language Approach

ESL Level Intermediate

Behavioral Objectives

Students will be able to:

- identify the responsibilities and jobs they have at home, at school, and at work.
- describe how the skills learned in these jobs will help in finding future work.

Structures

Contractions with verbs “to be” and “to do,”

Verb tenses: present, past, future, and conditional

“Why” questions and “because” clauses

“Have to” + verb

Vocabulary

| | | | |
|-------------|------------------|------------------|---------|
| chores | responsibilities | to be on time | past |
| errands | punctuality | never mind | present |
| courteous | part-time | to do one’s best | future |
| responsible | criticism | schedule | |

Materials

| | | |
|---|----------|---------------|
| magazine | crayons | paste |
| role-play dialogue | scissors | poster board |
| Activity Sheet 1 | | drawing paper |
| “Leida’s Responsibilities” (short story) | | |

Motivation

- Show the students pictures depicting work in the following areas: at home, in school, and in the community. Develop a chart by asking each student about his or her role in each setting. For example: At home I make the bed. At school I am a class monitor. In my community I have a part-time job as a cashier at Key Food Supermarket. Discuss how each of these responsibilities is similar to or different from the others, i.e., “Who tells you what to do?” “How do you know if you did a good job?” “How long do you work?” Do you get satisfaction from that job?”

* Adapted from *Day by Day in English: An ESL-SEDAC Daily Living Skills Resource Activities Guide*, Board of Education of the City of New York, Division of Special Education, 1984.

| STUDENT | RESPONSIBILITIES | | |
|-----------|------------------|----------------|-------------------|
| | Home | School | Community |
| José | vacuum rugs | office monitor | deliver groceries |
| Elizabeth | take out garbage | hall monitor | clean local park |

Procedure

- Introduce the new vocabulary using pictures of a student at school, at home, and at work. Provide a context and synonyms for the new words and expressions.
- Read the following short story to the students.

Leida's Responsibilities

Leida always has chores around the house. She is responsible for making her bed and setting the table. She also helps with some of the cooking.

At school, she is in charge of the calendar. She makes sure she is not late. Being punctual helps her do well in school. During the day she follows a schedule in order to be on time for her classes.

Leida also has a part-time job after school. She runs errands and baby-sits for a neighbor. She is courteous and always has a smile for the children. Because she can read well, Leida reads bedtime stories to the children. Leida is happy and sees how work can be fun.

- Have students, after reading the story, respond orally to the following questions using *because* in their answers.
 - Why do you think Leida has chores at home?
 - Why does Leida have to get to school on time?
 - Why does she feel happy at work?
 - Why is it important to be courteous at work?
- Have students work in pairs or groups to complete each sentence using words from the vocabulary listed below.

part-time courteous errands to be on time
 chores responsible punctual do our best
 responsibilities

1. We have different _____ at home, at school, and at work.
2. At home we have _____ to do.
3. Sometimes we run _____ for our neighbors.
4. I made some money at my _____ job.
5. Always be _____ when you have an interview.
6. We must always _____ at work.
7. Leida is _____ for taking attendance.

8. I wear a wristwatch _____.

9. People who say “thank you” and “please” are _____.

- Read aloud or have the students read aloud the following dialogues. Then have students practice, if necessary, before they do the role-playing.

Mom: Tracy, it's time to get up.
Tracy: O.K., Mom! I'll take a quick shower.
Mom: Don't forget to clean up your room.
Tracy: All right! I wasn't planning to leave without cleaning up.
Mom: Tracy, why haven't you made the bed?
Tracy: Because I don't have time. I have to get to school on time. I'll do it later.
Mom: Fine! As long as you get it done today. Now come and eat your breakfast.

(After breakfast)

Tracy: Thanks, Mom! The breakfast was great. I have to go now. I can't be late for class.
Mom: Hurry up then! Have a good day.

— Ask the students, “What chore does Tracy have to do before school?”

(Tracy left the house and is now at school.)

Ms. Sullivan: Good morning, Tracy!
Tracy: Good morning, Ms. Sullivan! How are you?
Ms. Sullivan: Very well, thank you. Come in.
Tracy: I want to get the attendance cards ready.
Ms. Sullivan: I'm very glad that you can take care of it. You're a responsible young woman.
Tracy: Thanks!

— Ask the students, “What chore does Tracy have to do at school?”

(Class begins and Tracy takes attendance.)

Kesia: Tracy, why don't you take a break and ask Ms. Sullivan to get someone else to take attendance?
Tracy: I don't want to do that. I like this job.
Kesia: Do you like doing it or do you just want to be special?
Tracy: It isn't that I think I'm special. I like having different jobs.
Kesia: Sure, Tracy! Never mind about the break. I'll go find someone else to talk to.
Tracy: That's fine with me.

— Ask the students: “Did Tracy do the right thing? Why?”

(Tracy stops at home. She gets ready and goes to her after-school job.)

Tracy: Good afternoon, Mr. Muñoz!
Mr. Muñoz: Good afternoon, Tracy. How are you today?
Tracy: Fine, thank you.
Mr. Muñoz: Tracy, please go over yesterday's cash register receipts. Something seems to be wrong. I'd like you to check your work again.
Tracy: Yes, sir. I'll get to it right away.
Mr. Muñoz: I'd appreciate it very much. Once it's corrected, you can add up today's receipts.

Tracy: Yes, Mr. Muñoz. Have a good evening.

Mr. Muñoz: You too, and I'll see you tomorrow.

— Ask the students, "What does Tracy do at work? How is it different from what she does at home?"

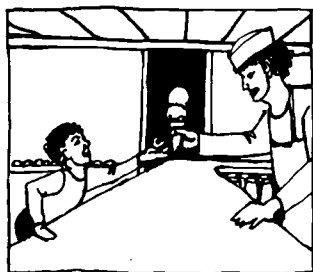
- After the role-plays, give the students Activity Sheet 1. This written exercise uses the contractions found in the dialogues. Have the students work in cooperative groups.

Extensions

- Give the students drawing paper, rulers, crayons and magazines. Tell them to divide the drawing paper into three sections. Label the sections Past, Present, Future. The students can either draw or select pictures from the magazines to illustrate what job they have had in the past, what job they have now, and what job they would like to do in the future. The teacher may focus on one tense, depending on the students' level, on different days.

Have them write a sentence beneath each picture. For example:

Past



I got ice cream.

Present



I work in a grocery store.

Future/Conditional



I would like to be a doctor.

- Invite parents and other people from the community to come to the classroom to describe their jobs. You can also invite the school secretary, nurse, or custodian to the classroom to speak about their responsibilities in school.

Students can ask each person what they like and dislike about their jobs and what kind of education and experience are needed. Afterwards, have students tally and graph information about the different occupations.

- Use filmstrips, books, and newspapers to review different career opportunities and learn about famous people (astronauts, singers, cartoonists, etc.) Select role models from diverse ethnic groups. Be sure to include women. Provide additional vocabulary for each occupational field.
- Take students on a neighborhood trip. Have students speak to different workers about their jobs. For example: Visit a pet shop and have the owner talk to the students about the things she or he must do to run the store.
- Schedule field trips to various sites. Discuss each field trip in advance and make a list of questions that the students would like answered when they get there. After each trip, give the students time to discuss and write about what they observed and heard. Include the advantages and disadvantages of having certain jobs.

Example:

| Occupation | Advantages | Disadvantages |
|---------------------|---|--|
| Grocery Store Owner | <ol style="list-style-type: none">1. Makes money.2. Meets a lot of people.3. Becomes an important community member. | <ol style="list-style-type: none">1. Works long hours.2. Has little vacation time.3. Spends less time with his/her family. |

- Then have the students look for pictures of people in careers they might like to have in the future. Have them research what skills they would need for that occupation. Once they have selected all their pictures, students can make books on careers and develop a classroom/student library of their authentic written work.
- Have the students present their books to the class by explaining why they chose to write about that future occupation and what they would have to do to prepare for it.

Adaptations

- For students with behavioral or emotional problems, the use of expressions, pantomime, charades and skits are all nonthreatening forms of releasing feelings and emotions resulting from problems at home or in school. Because teachers establish a secure, nonthreatening environment in the classroom, students will participate when they are ready to do so. When students are comfortable with dramatic techniques, they may act them out for the class. These informal performances may be followed by discussions, story-writing, and reading activities. For example, the students may develop a skit based on responsibilities they have after school, and the problems encountered when they choose not to comply with or fulfill those obligations.
- Stutterers rarely if ever stutter when singing or while engaged in synchronized and/or choral reading. Therefore, the teacher may use a Jazz Chant such as "Wake Up, Wake Up", (Carolyn Graham, *Jazz Chants*, New York, Oxford University Press, 1978) and have the class read it chorally. The dialogues included in this lesson may be used in the same way. Divide the class in two or three groups and assign a character to each group. Make sure you give each group enough time to practice its lines.
- Another useful text that encourages dramatic expression is *Skits in English* (Mary Hines, Englewood Cliffs, NJ, Regents/Prentice Hall, 1987).

ACTIVITY SHEET

Let's Practice Contractions

Directions: Complete each sentence using a contraction from the list below. (You might have to capitalize some letters.)

can't doesn't haven't I'll it's
didn't don't I'd isn't wasn't

1. _____ forget to clean up your room!
2. Tracy _____ want to be late for school.
3. Kesia _____ happy about Tracy's job.
4. Ms. Sullivan _____ late for work yesterday.
5. I _____ take time off.
6. _____ clean my room later.
7. _____ appreciate it if you would correct this.
8. Kesia and Tracy _____ have time to talk.
9. _____ been a long day, Tracy.
10. _____ Jose finish vacuuming the rugs.

Now write five sentences about your day selecting contradictions from the list above.

1. _____
2. _____
3. _____
4. _____
5. _____

THE TEACHER-PARAPROFESSIONAL PARTNERSHIP

Bilingual and cross-cultural paraprofessionals assist teachers in providing quality educational opportunities for students with limited English proficiency. These paraprofessionals are fluent in both English and the LEP students' native languages and are knowledgeable about the students' cultural heritages. .

Paraprofessionals provide instruction in the students' native languages when the teacher is unable to do so. They also serve as bridges between teachers, parents and caregivers, and students, thus improving home-school communication and increasing parent and caregiver involvement.

Gardner and Reissman (1976) found that the presence of teacher assistants in the classroom has a positive impact on students' social and academic growth .

THE ROLE OF THE BILINGUAL AND CROSS-CULTURAL PARAPROFESSIONAL

The role of the paraprofessional is to assist the teacher with both teaching and nonteaching tasks.

- Assist the student in becoming a fully active member of the class and establishing positive relationships with peers (mediating between languages and cultures when necessary).
 - Assist LEP students in understanding and following instructions given by the teacher.
 - Motivate LEP students by developing activities that will help them understand the concept of the lesson (modeling, using gestures, visuals, and realia).
 - Help students develop on-task behavior.
 - Help LEP students cope with conflict through mediation.
- Assist the teacher in instructing students in their native language.
 - Use the native language to help LEP students make transitions from activity to activity and from subject to subject.
 - Assist in small group instruction in academic and nonacademic areas as assigned by the teacher.
 - Assist in presenting concepts to be learned, starting with the most elementary step and based on previous task analysis.
- Assist in planning for instruction by providing information about linguistic and culturally relevant needs and differences.
 - Assist in planning for and providing individual reinforcement.
- Assist in the reading and writing program conducted in English or the native language.
 - Assist in the selection of appropriate stories.
 - Develop and maintain culturally relevant supplemental materials and bulletin boards.
 - Read stories in the native language in order to develop comprehension skills and further language development.
 - Record and translate stories dictated by students in their native language.
- Assist in the communication process between the school and parents and caregivers.
 - Serve as translator during parent-teacher conferences.
 - Make phone calls to parents and caregivers to give or request information.
 - Translate school letters and notes into the students' native language.

THE BILINGUAL AND CROSS-CULTURAL PARAPROFESSIONAL

The bilingual and cross-cultural paraprofessional possesses many qualities and skills.

- good native language skills
- good English language skills
- a positive attitude
- patience
- sensitivity to cross-cultural issues
- good community relationships
- a working knowledge of classroom management
- a working knowledge of ESL strategies
- a working knowledge of learning styles and the techniques to accommodate them
- ability to work effectively under the direct supervision of a teacher

ESTABLISHING A POWERFUL TEACHER-PARAPROFESSIONAL PARTNERSHIP

The bilingual and cross-cultural skills of paraprofessionals are best used when teachers and paraprofessionals work in an educational partnership. The following suggestions can help develop an effective partnership.

- Hold an initial meeting to clarify expectations on both sides.
- Write a contract clearly defining duties and responsibilities for both the teacher and the paraprofessional.
- Discuss lesson plans, objectives, and the implementation of long- and short-term goals.
- Share decision-making.
- Clarify differences and resolve problems when students are not present.
- Be consistent in classroom and behavior management.
- Provide constructive feedback on strengths and weaknesses.
- Evaluate partnership effectiveness regularly.

PEER COACHING: SKILL BUILDING BEYOND THE TWO-DAY TRAINING PROGRAM

Excellence in teaching requires planning, practice, and repetition. As Aristotle once said, “We are what we repeatedly do. Excellence, then, is not an act but a habit!”

You need to practice and repeat many times, and in a safe environment, your newly learned skills and strategies before using them successfully in the classroom. Furthermore, these skills and strategies will not become part of your teaching repertoire until you have adapted them to the needs of your students and to your own teaching style. Teachers who have attended training sessions and then have immediately attempted to implement in their classrooms what they learned have reported that the experiences were difficult and frustrating. Usually they gave up, abandoning and forgetting the new skills and strategies.

You need to engage in a process of adjustment and change to fit the newly learned skills and strategies into your teaching repertoire and your classroom conditions. First of all, understand that the conditions in which you learned the skills (that is, during the training sessions) can be very different from those of the classroom. Second, each teacher needs to try any new strategy with peers and small groups of easy-to-teach students ten to fifteen times before a high level of teaching skill becomes evident, according to Bruce Joyce and Beverly Showers (1982). Indeed, it is only logical that you will want to master the new skills and teaching strategies before implementing them in your classroom.

Peer-coaching teams are very effective in helping you to integrate training sessions into meaningful teaching practices. Just as most successful athletes have a coach that tutors, trains, and instructs them, teachers in peer-coaching teams tutor and train each other by serving as each others' coach. Peters and Waterman (1982) suggest, “One way to stimulate ordinary people to unusual effort is to make them members of winning teams, while recognizing each individual as a star in his or her own right.”

Coaching teams provide a wonderful opportunity for developing effective partnerships among teachers based on mutual trust and a sense of equality. These teams provide a safe environment in which teachers can openly discuss what works and what doesn't work in the real world of their classrooms. This safe environment also provides an opportunity for developing strategy to ensure excellence in teaching and student achievement.

According to Stephen G. Barkley (1986), the coaching process begins with an agreement between two colleagues that clearly identifies:

- subject knowledge
- teaching skills and/or
- classroom practices to be improved.

The process continues with peer observation, during which the coach records the events of the lesson, focusing on agreed-upon goals. This record then becomes the basis for a follow-up conference that provides positive and concrete feedback and that assists the teacher in refining the skills and strategies being explored.

Support in forming these teams is available through the Division of Bilingual Education and SETRC (Special Education Training and Resource Centers). Trainers with a variety of special-ties and expertise will assist teachers in developing and implementing the peer-coaching model.

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EDUCATIONAL SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

This section, drawn from *Educational Services for Students with Handicapping Conditions* (New York City Board of Education, Division of Special Education, 1991, pp. 21-26), describes the educational services mandated for students with limited English proficiency. In accordance with legislation and court mandates (for example, *Jose P., Aspira*), specific educational services have been designed to meet the particular needs of those students with disabilities whose native language is other than English and who are limited in English proficiency (LEP). These services are available in each program. The services are designed to provide both the basic instructional modifications and adaptations prescribed within a service category as well as the linguistic elements which enable students to achieve while developing their English language skills.

ELEMENTS OF BILINGUAL EDUCATION

Limited English proficient students are recommended for special education services based on an evaluation conducted by assessment personnel who are proficient in both the student's native language and English and who can assess the student's overall level of functioning in both languages. A score below the 40th percentile on the English version of the Language Assessment Battery (LAB) is one of the factors used to determine if students are limited in English proficiency and eligible for specific educational services.

In determining the appropriate level of bilingual educational services for LEP students, formal and informal testing must be conducted in both English and the native language. Background information is needed on the student's schooling in this country and the country of origin, as well as the level of acculturation of the family. Special education students who are exempt from state and city testing programs due to the severity of their disabilities (Test Category C), whose Home Language Identification Survey indicates a language other than English, and whose bilingual assessment indicates that their language of instruction is other than English, must be provided with bilingual services.

The following services are offered to limited English proficient students with disabilities.

Instruction in English as a Second Language (ESL)

English as a Second Language (ESL) is an academic discipline specifically designed to develop English language skills in speakers of other languages. Acquisition of English language skills parallels the pattern of first language development: listening, speaking, reading, and writing. Students progressively develop social language in English (basic interpersonal communication skills in one to four years) while progressing toward acquiring academic language in English (cognitive academic language proficiency in five to seven years).

Instruction in Substantive Subject Areas in the Student's Native Language

Substantive subject areas include math, science, social studies, and occupational/vocational education. The teaching of these subject areas in the native language allows students to make academic gains while learning English. As progress in the second language is documented, students who demonstrate gains in the acquisition of academic language, including the man-

agement of instructional materials in English, should be provided with content-based ESL instruction.

For the elementary grades, the teacher will gradually change subject area instruction from the native language into English, using ESL methodology. High school students who demonstrate gains in the acquisition of academic language, including the management of instructional materials in English, may be considered for ESL instruction in the content areas. Transitions from the native language to English in the substantive subject areas should be implemented within the context of local requirements, mandates, and agreements (e.g., *Aspira Consent Decree, Lau Remedies, New York State's Commissioner's Regulations*, Part 154).

Reinforcement and Development of Native Language Art Skills

Students are provided with language skills reinforcement and development in their native languages, thus enabling them to continue to make academic achievements in the subject areas. Proficiency in the native language will provide the language base necessary for progressive English language acquisition and facilitate movement into a monolingual English instruction environment.

LANGUAGE PROFICIENCY

A student's development in both English and his or her native language should be assessed in oral and written language, as well as reading. Language proficiency data should include a description of the student's social and academic skills in each language for planning instruction. Bilingual instruction may range from receiving native language instruction 80% of the time and English language instruction 20% of the time to receiving native language instruction 20% of the time and English language instruction 80% of the time. Students who are exempt from bilingual services receive ESL and monolingual English instruction in the content areas 100% of the time.

Students Who Speak No English

When it is determined that students speak no English, they will be provided with a bilingual instructional program that includes the development and continued reinforcement of the native language, content area instruction in the native language, and beginning instruction in ESL.

Students Who Speak Some English

When it is determined that students have reached some proficiency in English (either oral or reading), students are still considered limited English proficient and are provided with a bilingual special education instructional program. This program includes the development and continued reinforcement of the native language, content area instruction in the native language, instruction in ESL, and content-based ESL, and, for high school students, ESL in the content areas. Students may receive varying amounts of native language and English as a second language in content area instruction depending upon their levels of language proficiency.

Students with "Surface" Abilities in English

When it is determined that students have developed social English language skills but are not proficient enough for the linguistic, academic, and cognitive demands of content area instruction, students are considered to have "surface" abilities in English. These students should be provided with content area instruction in the native language.

BILINGUAL INSTRUCTIONAL SERVICES

Bilingual education is instruction in two languages and requires a teacher who is proficient in both English and the native language. Thus, bilingual services are language specific (for example, bilingual Spanish, bilingual Chinese); students who speak different languages cannot be grouped together for bilingual instruction. Bilingual services are provided by bilingual special education professionals who are trained in English as a second language, special education, and native language communication arts.

The aim of bilingual instruction is to increase the students' level of independent functioning within the total school environment. Bilingual instructional services do not represent a more or less restrictive environment and are provided in all programs. In bilingual settings:

- English is taught as a second language.
- The native language is used as a language of instruction.
- Materials and presentation reflect students' cultural and linguistic backgrounds.
- The customs and heritage of the United States are taught directly, rather than by inference.

The level of bilingual special instructional services is based on language needs as determined by the bilingual assessment team and the results on performance profiles in both languages. In their acquisition of English as a second language, individual students will be at different developmental levels; therefore, within each program, a range of bilingual special education services exists to respond to students' linguistic needs. A continuum of Bilingual Instructional Services ensures students' growth in content areas through the native language while they continue with second language acquisition.

The use of the native language and ESL for instruction in bilingual classes varies according to students' proficiency in the native language and English. Content area and reading instruction in the native language and intensive ESL instruction are required when students speak no English, have limited proficiency, or have developed social language in English but are not proficient enough for the linguistic, cognitive, and academic demands of content area instruction/classes. When students have acquired sufficient academic language proficiency in English, the amount of content area and reading instruction in ESL methodologies increases. The annual goals of an Individualized Education Program should reflect the level of special education services, as well as the extent of bilingual special education programming.

Bilingual special education instructional programs provide:

- language arts in the native language (listening, speaking, reading, and writing) while adapting instruction and materials;
- native language instruction for subject areas;
- increasing English language instruction (ESL methodologies) in subject areas;
- intensive ESL instruction to develop listening, speaking, reading, and writing skills;
- functional basic skill development through the use of the native language and students' culture;
- interpersonal skill development using the native language, English, and the students' culture; and
- awareness of the students' cultural heritage as well as assistance in functioning within an English-speaking culture.

EXEMPTION FROM BILINGUAL INSTRUCTIONAL SERVICES

If students with limited English proficiency can learn in an English-only setting, they can be exempted from bilingual services, if approved, though they are still entitled to them. These students, nevertheless, are still identified as being limited in English proficiency, even though the Committee on Special Education (with a review team consisting of two bilingual multidisciplinary team members) has determined that Bilingual Instructional Services are not appropriate for them. Students should not be exempt, however, from bilingual services solely on the basis of their verbal language skills in English during the assessment process; they must exhibit a high level of academic language skills so that they will benefit from monolingual English instruction. Students are placed in a special education program that offers advanced ESL instruction aimed at enabling students to strengthen their language skills in English.

In elementary, intermediate, and junior high school settings, instruction is provided by a monolingual special education teacher using ESL strategies and techniques. Focus is on vocabulary, grammar, reading, and writing in English. Substantive subject areas are taught in English; and, as an additional support, the teacher utilizes ESL approaches in the school program. In the high schools, students who are exempt from bilingual services must receive ESL instruction from an appropriately licensed ESL provider. These students will follow a monolingual instructional program the rest of the day. For all students exempt from bilingual services, ESL goals must be included on the Individualized Education Program.

THE LEP STUDENT AND THE INDIVIDUALIZED EDUCATION PROGRAM

The Individualized Education Program of a LEP student must include the following:

- A statement of short-term objectives consistent with annual goals, including:
 - language of instruction for each of the short-term objectives
 - language intervention (enrichment, development, remediation) in the student's primary language
 - goals and objectives for native language arts and ESL
- Objective criteria and evaluation procedures consistent with the student's linguistic abilities in the first and second language
- Native language and ESL goals for students in Alternate Placements
- ESL goals for students exempt from Bilingual Services

BLOOM'S TAXONOMY AND LEP STUDENTS

In the ESL classroom, it is possible to generate the kind of critical thinking that not only facilitates comprehension of spoken and written material, but also leads to more sophisticated analysis. The development of critical thinking skills, thus, should be systematically addressed. The types of questions that the ESL teacher employs, as well as how those questions are merged into the language lesson, are the most important considerations.

Teachers must remember that LEP students arrive in our schools with a wide range of language and academic skills, both in their native language and in English. For example, many students come to this country with the ability to analyze and reformulate material. The organization of knowledge, however, may differ from culture to culture; therefore, numerous examples of how we organize information must be provided so that students may grasp the concepts needed for success in school and in society. These factors play an important role in planning for the development of cognitive skills in English.

The teacher must understand the hierarchical nature of thinking skills in order to present content in a sequence that will enable students to understand it, apply it, and synthesize it to create new information. Bloom's Taxonomy of Educational Objectives describes cognitive levels and identifies thinking processes. It should be noted, however, that Bloom's Taxonomy was designed in relation to native speakers of a language, and does not describe language competence or interpersonal social behavior, both of which are major concerns in the ESL classroom.

The following list* modifies the six levels of Bloom's Taxonomy and provides suggested questioning strategies.

1. *Recall*: Students restate from memory what was presented to them. The most basic type of question is used to test recall of material. Questions of this type generally begin with who, what, where, when, how much, how many, which, etc. They are prerequisites to the development of greater analytical ability.

Example: Which is a better snack, fruit or taco chips?

2. *Comprehension*: On the way to greater cognitive ability, students are asked to demonstrate an understanding of the material as well as manipulating, interpreting, and summarizing it. Questions of this type often begin with how and why. They require "beneath the surface" understanding.

Example: What are some nutritious snacks?

3. *Application*: Students are expected to extract key facts or statements and apply them to a stated problem.

Example: Take a list of foods and put the items into two groups: nutritious food and junk food.

4. *Analysis*: Students analyze the individual components of a statement or passage for the purpose of seeking out hidden meanings, subtle relationships between persons and events, and overall implications that may be inferred but are not stated.

Example: John ate bacon, eggs, a coke, and home fries. Is this a healthy meal?

* Adapted from *Teaching English as a Second Language - Grades 3-8*, Division of Bilingual Education. New York City Public Schools, 1985.

5. *Synthesis*: Students are asked to use all of their cognitive ability to think creatively.
Example: Draw a picture of a nutritious lunch.
6. *Evaluation*: Students are asked to make judgments, formulate opinions, and develop personal reactions and criticisms.
Example: (Show a picture.) Give two reasons why this meal is not nutritious.

IMPLEMENTATION

The following charts relate Bloom's six cognitive levels to the process of second language learning. Students use cognitive processes and language skills to perform activities at increasingly higher levels of cognition.

Bloom's Cognitive Levels in Second Language Learning*

| Bloom's Taxonomy | Cognitive Process | Language Skills | Sample Implementation |
|------------------|--|--|--|
| 1. Recall | Memorize | Label Describe | Look at a picture and say the names of all the vegetables you see. |
| 2. Comprehension | Recombine | Match Paraphrase Explain Give Examples | Match each word with the correct picture. |
| 3. Application | Communicate Use knowledge to solve a problem | Separate Classify Sequence | Look at the pictures and circle the activities that are safe; underline the activities that are dangerous. |
| 4. Analysis | Give information Put facts together Identify main ideas | Differentiate Compare Outline | Tell how Li's home is different from yours and how it is similar. |
| 5. Synthesis | Generalize Look beyond facts to find reasons Make comparisons and inferences | Categorize Arrange Retell Rewrite Create Design Simplify | Create a model illustrating a Navajo community. |
| 6. Evaluation | Judge Make Decisions | Contrast Support Justify Clarify values | Tell which character you liked best and why. |

Sample Activities for Bloom's Cognitive Levels*

| Bloom's Taxonomy | Comprehension Strategies | Sample Progression of an Activity |
|------------------|--------------------------|--|
| 1. Recall | Define Name | Make a picture dictionary related to clothing and seasons. List the four seasons of the year and the twelve months. |
| 2. Comprehension | Explain Compare | Describe how we dress for each season of the year. Tell about wintertime activities and the difficulties you had to overcome to be able to enjoy them. |
| 3. Application | Solve Relate | Listen to a forecast and tell how to dress. Design a mural with people dressed appropriately for the different seasons where they live: China, Puerto Rico, Haiti, etc. |
| 4. Analysis | Separate | Match the characters' names to what they did in the story. |
| 5. Synthesis | Create | Tell a story about a problem you had in rainy weather and how you solved it. |
| 6. Evaluation | Interpret | Look at how people are dressed in each picture. Write the name of the appropriate season. |

* Adapted from *ESL-SEDAC*, Division of Special Education, New York City, 1985.

TAXONOMY OF VERBS FOR DEVELOPING PERFORMANCE OBJECTIVES

The following four lists, based on Bloom's Taxonomy, can serve as a reference when writing lesson plans and developing questioning strategies. For example, as a means of determining how well a student can use comparatives, you may make a request using a verb taken from the Analysis Skills list: "Tell two ways you and your sister are different" (*compare*). Other requests or questions can be developed from the Study Skills list, for example, "*Circle* the clothing we wear in the summer," or from the Synthesis Skills list, for example, "*Design* a diorama that depicts one of the Native American nations we have just studied."

| Tasks | Study Skills | Analysis Skills | Synthesis Skills |
|---------------|--------------|-----------------|------------------|
| attend | arrange | analyze | alter |
| choose | categorize | appraise | change |
| collect | chart | combine | design |
| complete | cite | compare | develop |
| copy | circle | conclude | discover |
| count | classify | contrast | expand |
| define | compile | criticize | extend |
| describe | consider | defend | generalize |
| designate | diagram | evaluate | modify |
| detect | document | explain | predict |
| differentiate | find | formulate | propose |
| discriminate | follow | generate | question |
| distribute | formulate | infer | rearrange |
| duplicate | gather | paraphrase | reconstruct |
| find | include | plan | regroup |
| identify | itemize | present | rename |
| initiate | locate | shorten | reorder |
| isolate | map | structure | reorganize |
| label | organize | | rephrase |
| list | record | | restate |
| mark | relate | | restructure |
| match | reproduce | | retell |
| name | return | | rewrite |
| omit | search | | signify |
| order | signify | | simplify |
| place | sort | | synthesize |
| point | suggest | | systemize |
| provide | support | | |
| recall | underline | | |
| repeat | | | |
| select | | | |
| state | | | |
| tell | | | |
| underline | | | |

The words on the following lists can also be used in asking questions to students, giving directions, and planning lessons. For example, for an art lesson refer to the Arts and Crafts list, saying, "We're going to *fold* a piece of paper to *make* a book; then we're going to *draw* pictures from the story." For mathematics, "*Reduce* the fraction, then *verify* your answer." The Physical list provides verbs of action and movement. You might request and model, "Class, *stand up* and *stretch* like a cat."

| Arts and Crafts | | Language | Mathematics | Physical |
|------------------------|---------|-----------------|--------------------|-----------------|
| assemble | sand | abbreviate | add | arch |
| blend | saw | accent | bisect | bat |
| brush | sew | alphabetize | calculate | bend |
| build | shake | argue | check | carry |
| color | sharpen | capitalize | compute | catch |
| construct | sketch | circle | edit | chase |
| crush | smooth | copy | derive | climb |
| cut | stamp | delete | divide | count |
| dab | stir | describe | estimate | coordinate |
| dot | trace | edit | extract | crouch |
| draw | varnish | enter | extrapolate | float |
| drill | wipe | hyphenate | graph | grip |
| finish | wrap | indent | group | hit |
| fit | | insert | integrate | hop |
| fix | | outline | measure | jump |
| fold | | persuade | multiply | kick |
| form | | print | number | knock |
| frame | | pronounce | plot | lift |
| grind | | publish | prove | march |
| hammer | | punctuate | reduce | perform |
| handle | | read | solve | pitch |
| heat | | recite | square | roll |
| illustrate | | reread | subtract | run |
| make | | save | tabulate | skate |
| melt | | speak | tally | ski |
| mend | | spell | verify | skip |
| mix | | state | | stand |
| mold | | summarize | | stretch |
| nail | | syllabify | | strike |
| paint | | tell | | swim |
| paste | | translate | | swing |
| pat | | type | | throw |
| position | | underline | | toss |
| pour | | verbalize | | tumble |
| press | | write | | |
| roll | | | | |
| rub | | | | |

CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR ESL IN SPECIAL EDUCATION

Special education teachers often find themselves using curricula and materials that have not been expressly designed for their students. Special education teachers with LEP students face an even more complex challenge. The strategies listed in this section* can help teachers to (1) modify existing materials to meet the needs of their students; and (2) present general education materials and curricula in ways that make them accessible to special education students.

ADAPTATIONS OF OBJECTIVES

Prior to developing lessons based upon the general education curriculum, carefully evaluate the instructional objectives. If adaptations of objectives are needed to ensure successful instruction, it is critical that you select objectives with the appropriate level of difficulty. This decision must be based upon the pre-requisite skills and knowledge of the students.

Analyze Objectives by Task, creating smaller units of instruction.

- Break down an objective into two or more sequential objectives that, when taught in proper sequence, will result in mastery of the original objective.
- Break down an objective into two or more smaller objectives that focus on specific, key components of the original objective.

Combine Objectives to eliminate details while retaining essential information.

- Combine two or more objectives by selecting a limited amount of information from each objective that will enable students to grasp key concepts common to both objectives.

ADAPTATIONS OF MATERIALS

Materials specified for use in general education lessons may require adaptations to make them appropriate for special education instruction. Although many of the adaptations refer to modifying printed materials, adaptations that introduce concrete and/or audiovisual materials also may enhance learning.

Enlarge Printed Materials for easier reading by increasing type size.

- Have materials retyped using a computer to expand and enlarge print.
- Type materials on a primary typewriter.
- Provide the student with a magnifying glass.
- Use opaque or overhead projectors to project materials on a wall.

Reduce the Amount of Information per Page to eliminate unnecessary items, pictures, directions, and diagrams and to reduce clutter.

* Excerpted from *Adapting Curriculum for Students in Special Education: A Teacher's Handbook*. New York City Board of Education.

Throughout this section, the asterisk identifies adaptations of particular importance to special education students who are limited English proficient.

- Reduce the number of problems on a page.
- Place charts, pictures, and diagrams on a separate page.
- Put directions on a separate page.
- Frame specific items on a page.
- Use unlined index cards to cover extraneous areas on the page or to reduce items on the page.

Use Pictures and Illustrations* that are directly related to material presented in order to provide added stimulus for students who have difficulty reading and to give more concrete examples.

- Use pictures or illustrations as a stimulus for an experience story.
- Provide pictures to help poor readers visualize what they are reading about.
- Use illustrations to demonstrate the desired responses from students.
- Illustrate new vocabulary and concepts.

Pre-Cut Materials into pieces for students who have difficulty cutting with scissors.

- Cut pieces before hand.
- Allow students to tear pieces apart.
- Have adaptive cutting tools such as a four hole scissors, electric scissors, or a safety razor.

Increase Space for Student Response to accommodate different levels of handwriting skill.

- Have a separate answer sheet for student responses.
- Use unlined paper for responses.
- Allow for nonwritten responses by using a tape recorder to record verbal responses.

Increase Spaces Between Words and Sentences to make printed material more accessible.

- Double-space between each typed or printed word.
- Write on the chalkboard using larger areas between words and sentences.

Increase Spaces Between Lines

- Double- or triple-space between lines.
- Provide unlined index cards for the student to place under lines to be read.
- Write material with wider spacing between lines on board.

Modify Vocabulary* to adjust word usage to student reading ability.

- Rewrite directions in written material.
- Provide students with simplified definitions of vocabulary related to instruction.
- Simplify information and directions by rephrasing with synonyms.

Underline Information in Books* in order to highlight themes and information pertinent to the lesson.

- Use a felt marker to highlight important ideas, details, and facts in instructional materials.
- Construct a stencil that will highlight specific words or phrases when placed over texts.

- Type materials onto a computer and boldface, underline, or italicize specific information and details.
- Preview with students the key ideas to be presented so they know what to look for.
- Underline basic information and main ideas.

Cut Papers in Half to present smaller tasks and information activities.

- Present fewer problems at a time by folding or cutting activity sheets in half.
- Photocopy activity sheets into two parts so only a few problems are presented.

Provide Manipulable Objects* that can enhance understanding of abstract ideas.

- Begin the classroom activity with a concrete demonstration and expand individual tasks with activities using manipulable materials.
- Initiate counting with manipulable objects and progress to illustrations and activity sheets.
- Develop in students a sense for sequential order by providing pictures to be arranged sequentially.
- Use puzzle pieces that can form letters, words, or shapes.
- Use manipulable materials such as coupons, labels, and coins.

Tape-Record Materials* in order to support students having difficulty in reading, following directions, or memorizing.

- Record directions for students to refer to while reading or to refer back to if directions are forgotten.
- Allow students' responses to be recorded verbally or in written form.
- Record textbook passages for students to follow with written text.
- Record literature assignments for students to follow with written story or play.

Color-Code Materials so that emphasis can be placed on important information to help students follow directions, memorize information, complete tasks, and recognize and classify information.

- Highlight topic sentences in one color, supporting sentences in another color.
- Assign specific colors to directions, examples, and problems in tests and regular assignments.
- Assign colors to math symbols (for example, + – x =) and long and short vowel sounds.
- Color-code objects to be classified.

Utilize Arrows for Directionality to cue left and right or maintain movement in various directions.

- Employ arrows as cues in following an obstacle course.
- Place arrows on top of desks or on activity sheets as reminders of left to right progression in reading and writing.
- Provide arrows to indicate the directions of math operations on number lines or with multiplication activities.
- Place vertical and horizontal arrows on test response sheets to indicate order.

Use Coding to Locate Information by having coded symbols at areas where information is located.

- Indicate where answers to questions can be found by placing the number of particular questions near the paragraph answering those questions.

Trace Pictures or Shapes to help discriminate between merging colors or forms.

- Outline shapes or pictures using a felt tip marker or colored pencil.
- Define shapes by placing colored acetate sheets over pictures and maps.
- Frame or highlight specific areas of pictures.
- Black out all extraneous images and reproduce in isolation specific pictures, shapes, or images.

Trace Shapes and Lines in different sizes, positions, and media.

- Provide templates for tracing.
- Design materials on sandpaper to be traced with a finger.
- Have three dimensional cutouts made of shapes for students to trace.
- Position tracing paper over various size shapes for students to trace.

Trace Words and Phrases using different media.

- Write letters or words in sand, clay, salt, sugar, or finger paints.
- Have students trace over handwriting text with tracing paper.
- Adapt the Fernald method for reading recognition of sight words.
- Trace words that are constantly reversed or misspelled.
- Trace numbers that are easily reversed.
- Trace and label body parts.

Create More Appealing Material through Color to enhance intrinsic motivation.

- Use different color paper for activity sheets.
- Photocopy activity sheets in color.
- Write on chalkboard with colored chalk.
- Choose materials that are visually pleasing to students.

Videotape Materials* and use large screen television to present materials.

- Isolate specific materials to be viewed.
- Enlarge materials to be read or pictures and maps to be viewed in greater detail.
- Allow students to view and review lessons.
- Present materials and information in a medium that is more appealing and familiar to students.

ADAPTATIONS OF INSTRUCTIONAL PRESENTATION

The methods used in the instructional presentation of general education lessons often require adaptation to be appropriate for special education students. In addition to developing lessons that utilize explicit teaching elements, it may be necessary to adapt the presentation mode, conceptual development, format, pacing, and/or the level of detail of the lesson.

Utilize a Variety of Teaching Modes* by presenting materials, information, or directions that use visual, auditory, kinesthetic, and tactile learning approaches.

- For students having difficulty following directions, use an index file of directions for task completion.
- Place texts on audiocassette tapes for students having difficulty reading.
- Verbally describe tasks or materials.
- Guide students through task steps while verbally describing those steps.
- Provide different methods of response from which students can choose, such as tape-recording, drawing, pointing, or writing.
- Use songs, riddles, dialogues, skits, rhymes, role-playing, dramatization, simulations, body language, gestures, and mimicking for students with limited English proficiency.
- Develop charts, visual outlines, diagrams, and dioramas.

Change the Mode of Presentation by varying material, directions, information, and response requirements to meet students' preferred styles.

- Provide visual clues for students through coding, illustrating, underlining, and use of pictures.
- Implement activities involving tracing, cutting, drawing, or painting.
- Record or read materials to students.
- Videotape materials against neutral color backgrounds to visually enhance them.
- Have students tape-record answers, respond orally, or choose from multiple images of answers.
- Have students choose roles of director, player, scenery designer, or author in a class production of a play.

Utilize Several Modes Simultaneously* to enhance recognition, interpretation, and memory by combining visual, auditory, kinesthetic, and tactile learning modes.

- Give directions that use several learning modes by writing directions on the chalkboard or experience chart, stating directions verbally, writing directions on activity sheets, tape-recording directions for review and referral, presenting directions orally, and guiding students through directions kinesthetically or by using tactile approach.
- Apply kinesthetic and auditory modes to copying activities; for example, pick up colored pieces of paper and place them in a container of the same color while naming the color, then have the students perform the same activity.
- Trace, say, and write words that students are having difficulty mastering during reading or writing activities.

Put Similar Topics in the Learning Center by arranging like materials, skills, or subject matter into easily accessible areas with functional groupings.

- Materials involving similar skills can be kept in one work area.
- Keep particular subject area materials functionally grouped and in specific work areas or specific subject corners.
- Group instructional activities according to their independent and instructional grade levels.

Develop a Method for Listing Concepts* by formulating and providing a structure for organizing concepts.

- Have students read texts and write each fact or detail on an index card, then regroup data into sequential order.
- Have students arrange fact cards from texts and copy data into an outline form.
- Show students information in terms of cause and effect, comparison, contrast, categorization, and classification.

Increase Repetition* by continuing to provide opportunities for performing tasks previously learned in order to encourage retention of these tasks.

- Make activity sheets from completed activities, lessons, and units available to students for review and practice.
- Group students together to review vocabulary, spelling lists, or number facts, such as multiplication tables.
- Construct tests that include items from previous activities, lessons, and units.
- Assign homework activities that include or focus on a review of skills taught weeks or months in the past.
- Integrate previously learned skills with newly taught skills.
- Establish a review corner in the classroom where students can practice previous learned skills or review a previously taught lesson on a computer disk or audio-cassette.

Integrate Subject Matter* by providing experiences with subjects that are interrelated.

- Combine subject areas, such as history, art, language arts, and social studies, into unit plans.
- Ask specialty teachers (e.g., music, art, cooking, shop, drama) to provide experiences and projects related to subject matter being studied.
- Assign term projects that integrate subject areas.
- Provide class activities that require students to apply several interrelated skills from different subject areas.

Enrich Instructional Activities* to ensure understanding, retention, and generalization of concepts or skills by providing opportunities to use various materials.

- Have students present completed assignments through various media: drama, art, music, written or spoken language.
- Summarize orally, in writing, and in the native language.

Individualize Task Completion Schedules* to ensure sufficient time to complete tasks and retain concepts or skills.

- Contract with students to specify the time and materials needed to complete an assignment.
- Utilize programmed teaching materials that allow for self-pacing by students.
- Individualize instruction so students can work at their own pace.

Add Concrete Demonstrations* to enhance instruction with specific examples.

- Introduce concepts of fractions by cutting and separating shapes, breaking cookies and sets into fractions, and dividing apples and oranges into fractions.
- Use an overhead projector to demonstrate patterns in handwriting instruction.
- Use pictures or illustrations to accompany instruction.
- Use concrete objects for observation, comparison, inference, and prediction.

Teach Task Vocabulary* by reviewing and clarifying terms related to instruction.

- Place vocabulary words on index cards with written meanings or illustrations of meanings on the reverse side of the card.
- Introduce vocabulary in the context of a sentence, with students illustrating the sentence.
- Present a list of vocabulary words and then write sentences leaving out the vocabulary words for students to insert.
- Use simpler sentences or reword information.

Use Electronic Technology* such as a videotape recorders and computers to enhance instruction.

- Videotape relevant television programs or acquire appropriate videotape programs for student viewing.
- Videotape instructional presentations for students to review at a later time.
- Develop a library of videotaped lessons for students to view at their leisure.
- After reading a play or novel, view a videotape of its dramatization.
- Ask students to write their own commercials or plays, then have classmates act out parts while other class members videotape the activities. Subsequent review of the taped activity can be used to generate student ideas to refine the activity.
- Type lessons on a computer and use the expanded print mode to enlarge printed reading activities.
- Have students write their own stories using a computer with word processing software, then print out the story.
- Modify commercial software to meet the students needs.
- Have students practice writing, reading, and math skills using appropriate computer software.
- Use reading software on a computer that controls phrasing and presentation of reading materials.
- Provide independent practice with audiovisual materials.

Focus on Essential Information* to ensure mastery of key concepts.

- Reduce the number of detailed examples or tasks while ensuring concept generalization.
- Eliminate information and activities that are not essential to understanding the concept.

Use Oral Modeling* to teach sentence structure and sentence patterns to limited English proficient students.

- Orally drill sentence patterns with students.
- Use tape recordings to drill sentence structures and patterns.

ADAPTATIONS OF DIRECTIONS

Many students in special education have difficulty understanding and following directions. The following adaptations provide teachers with examples that will help students understand what is expected of them and clarify the procedures necessary for successfully completing instructional tasks.

Simplify Directions* by replacing complex vocabulary with easier vocabulary and by providing directions that match students' skills.

- Change directions so the vocabulary is appropriate to the students.
- Shorten the length of sentences.
- Provide smaller steps.
- Use illustrations.

Have Students Repeat Directions to confirm that they understand.

- Students orally repeat instructions that are given orally by the instructor.
- After reading instructions silently and orally, students repeat directions orally.
- Students explain directions to classmates and the classmates explain directions back to the students.

Have Students Write Directions in Their Own Words to demonstrate comprehension.

- Have students rewrite directions in their own words when they are given orally by the teacher.
- Have students copy or rewrite directions in their own words from tests, chalkboard, or activity sheets.
- Have students illustrate directions through pantomime.

ESL STRUCTURES, EXAMPLES, THEMES, AND FUNCTIONS

The following section, excerpted from *Teaching English as a Second Language, Grades 3 - 8*, published by the Division of Bilingual Education, is the core curriculum in this area for grades 3 - 8 in the New York City public schools. It is a useful tool in planning lessons for all students because it shows the need to align ESL instruction with the regular subject area curriculum.

The sections here contain three levels of instruction:

Level One — Beginning

Level Two — Intermediate

Level Three — Advanced

In second language learning, the level of instruction does not necessarily correspond to grade level. For example, a fourth grader may be an intermediate ESL student, while an eighth grader may be a beginner. Teachers, therefore, should design lessons that are appropriate to the students' ages and interests as well as to their language proficiency. You should always bear in mind that students' receptive skills will generally be stronger than their productive skills, that is, they will understand more than they can express.

Each level described below is divided into numbered items composed of the following four parts:

- Structures — grammatical items of the English language
- Examples — contextualized uses of the structures drawn from narratives or connected discourse. The letters A, B, C, and D represent people engaging in conversation. These examples can be adapted and used to develop a lesson, but they are not to be prescribed for memorization.
- Themes — suggested situational contexts within which the structures may be developed
- Functions — the purposes for which language is used, that is, to communicate wants, needs, opinions, and feelings within a given situation

The presentation of structures in this curriculum begins with the easier, more frequently used grammatical items and proceeds to more difficult ones. You should feel free, however, to vary the order of presentation of structures according to instructional goals and student needs and interests.

Spiral the grammatical structures, themes, and functions throughout the levels. The same material should be systematically reviewed with increasingly broader application and be recycled for repeated exposure in various contexts.

The teaching of grammatical forms is only a means to an end—that of enabling second language students to generate, transform, and process the English language with a high degree of communicative competence. A major objective in language teaching is to encourage students to view language as a learning experience in which they can participate creatively. Their achievements in this process will enhance their understanding of the world around them.

LEVEL I: BEGINNING

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|--|---|---|
| 1. Verbs: present tense TO BE 2. Pronouns: subject I WE YOU YOU HE/SHE/IT THEY 3. Articles indefinite A, AN definite THE 4. Interrogatives: WHO | A - Who are you? B - I'm _____. A - Are you a student? B - Yes, I am. A - Is she a teacher? B - No, she's not. She is (She's) the principal. A - Who's he? B - He is (He's) an art teacher. A - Are they teachers? B - No, they're not. They're guidance counselors. | First day of school School personnel | Identifying oneself and others |
| 5. Pronouns: demonstrative THIS THESE THAT THOSE | This is (isn't) big. That is (isn't) small. These are (aren't) red. Those are (aren't) blue. Is this new? Is that old? Are these clean? | In the classroom | Describing things |
| 6. Verbs: commands | Please sit down. Turn to page five. Let's begin. Please don't call out. Don't chew gum. Let's not be late. | Classroom routines and rules | Making polite requests Giving commands |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|---|--|
| 7. Interrogatives: WHAT 8. Interrogatives: WHERE | A - Look, Dad! What's that? It's cute. B - It's a panda. A - Where's it from? B - It's from China. A - And what are those animals? B - They're llamas. A - Where are they from? B - Bolivia. | At the zoo | Identifying animals |
| 9. Expletives: THERE IS THERE ARE IS THERE? ARE THERE? | A - Is there a school holiday next week? B - No, there isn't, but there's a holiday next month. Columbus Day is in October. A - Are there any holidays after Christmas? B - Yes, there are. In January there's Martin Luther King, Jr. Day, and there are two holidays in February, Lincoln's Birthday, and Washington's Birthday. | Calendar Seasons Months Holidays | Asking for information Giving information |
| 10. Nouns: regular and irregular, plurals | There is a park on my street. There are trees, animals, and benches in the park. There are men, women, and children in the park every day. | A street scene | Describing a scene |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|---|--------------------|---------------------------------|
| 11. Adjectives: possessive MY OUR YOUR YOUR HIS/HER/ITS THEIR 12. Conjunctions: AND | A - Who are those people? B - The tall woman is my mother. The heavy man is her brother. He's my uncle. The blonde woman is his wife, and the cute little girl is their daughter. | A family gathering | Specifying family relationships |
| 13. Verbs: present tense, continuous form | A - (in kitchen): Eleni, I'm making dinner now. Are you doing your homework? B - (in bedroom): Yes, I'm finishing my report now. I'm really hungry. Is Dad watching the news? A - No, he's not. He's setting the table. | At home | Discussing activities |
| 14. Verbs: simple present tense | A - I feel terrible. B - What's the matter? A - I have the flu. B - Do you feel hot? A - No, I don't. B - Does your throat hurt? A - Yes, it does. B - Here's a pass to the nurse's office. | Illness | Describing physical conditions |
| 15. Adverbs: frequency EVERY DAY ALWAYS SOMETIMES USUALLY NEVER OFTEN | Every day I get up at 7:30. I always wash my face and brush my teeth. My mother makes breakfast. We usually eat cereal and drink juice. Sometimes my father takes me to school. My brother walks to his school. He never takes the bus. | Morning routines | Describing daily activities |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|-------------------|---|
| 16. Verbs: modals, permission CAN (informal) MAY | A - Can/May I use the microscope in the science center? B - Yes, but take a partner with you. A - Can/May we look at the insect slides? B - OK. Just keep them in order. | Science equipment | Requesting permission |
| 17. Adjectives: determiners SOME MANY ANY MOST OTHER EACH ANOTHER | A - Some of the new library books are missing. I'm worried. B - Are there any books in the closet. A - Yes, but there aren't any new books. B - Oh, there they are! They're in this box. A - That's good! Thanks for your help. | In the library | Expressing concern Expressing relief Expressing gratitude |
| 18. Prepositions: place IN ON AT NEAR FAR FROM AROUND OVER UNDER NEXT TO BEHIND IN FRONT OF BETWEEN | A - Where's our school, class? B - Our school is in Manhattan. C - It is (It's) on Wadsworth Avenue. D - It's at 185 Wadsworth Avenue. E - Near the police station. F - On the corner. A - Very good. You are all right. | The neighborhood | Specifying locations |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|---|--|
| 19. Nouns: possessive Singular - 'S Plural - 'S' 20. Interrogatives: WHOSE | A - Kids, whose clothes are on the floor? B - The blue shirt is Richard's. C- The red skirt is Miriam's, and the pants are Tony's. B - Dad's old jeans are under Richard's blue shirt, and the boys' socks are near the bed. A - What a mess! Let's do the laundry. | Clothing | Expressing possession Expressing disapproval Making a suggestion |
| 21. Interrogatives: HOW MUCH HOW MANY 22. Nouns: noncount and count | A - Mom, how much flour do I need to make a cake for my party? B - How many people do you expect? A - Six. B - You need three cups of flour. A - How much chocolate do I need for the icing? B - One cup. | Quantity and measurement Ingredients | Expressing quantity |
| 23. Interrogatives: WHEN | A - When is the assembly? B - It's at 10 o'clock. A - And when is it over? B - It's over at about noon. | Telling time | Making inquiries about time |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|------------------|---|
| 24. Adverbs: manner - LY ending Exceptions: WELL FINE | These are the rules of the science laboratory: 1. Walk slowly in the laboratory. 2. Speak softly to your partner. 3. Wash the equipment well. 4. Work quickly and quietly. | School rules | Stating rules |
| 25. Adjectives: comparative - ER MORE + adjective Exceptions: GOOD - BETTER BAD - WORSE 26. Conjunctions: BUT | A - It's thirty degrees today. It's cold. B - It was twenty degrees yesterday. It was colder, but today it's raining. The roads are wetter and more dangerous than yesterday. | Weather | Making comparisons |
| 27. Interrogatives: WHICH 28. Adjectives: superlative - EST MOST + adjective Exceptions: THE BEST THE WORST | A - Which state is the largest? B - Alaska is the largest state in the United States. A - Which is the smallest? B - Rhode Island is. A - Which state do you think is the most beautiful? B - I love New York! | Maps and legends | Making comparisons Expressing likes and dislikes |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|---------------------|--|
| 29. Interrogatives: HOW | A - How do we grow a flower garden? B - First we plant seeds. A - How do the seeds grow? B - They need food, water, and light. A - How does a plant get food and water? B - It gets food and water from the ground. A - How does it get light? B - It gets light from the sun. | Plants | Describing a process Explaining cause and effect |
| 30. Adverbs: place HERE THERE INSIDE OUTSIDE UPSTAIRS DOWNSTAIRS | A - Let's go outside. B - I don't feel like it. It's nice in here in the library. A - I like the library, but I need a break. How about going downstairs to the gym? B - What's happening there? A - There's a basketball game today. B - No, thanks. I want to finish my homework. | The school building | Expressing a preference Suggesting alternatives Declining a suggestion |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|---|---------------------|---|
| 31. Pronouns: direct object ME US YOU YOU HIM/HER/IT THEM | A - Do you remember Lee Hsu? B - Sure. I really miss him. A - Do you ever see Rosa? B - I see her at the park all the time. A - And what about Juan? B - He calls me about once a week. Let's meet them all one day after school. A - Great idea! | Friends | Reminiscing Making a suggestion |
| 32. Pronouns: indirect object ME US YOU YOU HIM/HER/IT THEM 33. Prepositions: TO FOR | A - Please pass me the butter. B - Here it is, Mom. A - And Dad wants a drink. Would you please pour some juice for him and hand the pitcher to me. B - OK. A - The baby's crying. Give her the bottle. | At the dinner table | Making polite requests |
| 34. Verbs: base form of verb to express future time BE + GOING TO + | A - Are we going to take the bus to the beach this afternoon? B - Yes, but first I'm going to buy a beach towel. A - Are we going to swim in the ocean or the bay? B - I prefer the ocean. Let's hurry up or we're not going to get any sun. | Recreation | Clarifying plans Asking about a possible choice Expressing a preference |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|---|---------------------------|--|
| <p>35. Verbs: two-word</p> <p>TURN ON TURN OFF LOOK AT LOOK FOR PUT ON TAKE OFF GET ON GET OFF</p> | <p>A - Take off your pajamas and put on your clothes. It's late.</p> <p>B - OK, Dad.</p> <p>A - Hurry up. Turn off the radio and look for your books.</p> <p>B - All right.</p> <p>A - Have a great day at school. And don't forget to get off the bus for your karate class.</p> | <p>Morning activities</p> | <p>Giving instructions</p> |
| <p>36. Verbs: past tense</p> <p>TO BE</p> | <p>My father was very poor when he was a child, but he was always a good student and a hard worker. When he and my uncle were teenagers, they went to work. They were carpenters. Now they have a shop and are very happy.</p> | <p>Biography</p> | <p>Describing the past</p> |
| <p>37. Verbs: regular past tense</p> <p>- ED ending</p> | <p>A - Where were you this weekend? I called you and you didn't answer.</p> <p>B - On Friday I stayed home, but on Saturday we visited my cousins in New Jersey. We hiked in the woods near their house and collected leaves.</p> <p>A - What else did you do?</p> <p>B - We cooked hamburgers on an open fire. Then we walked near the lake, and climbed a mountain.</p> | <p>Country activities</p> | <p>Recounting a sequence of events</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|--------------------------|---|
| 38. Verbs: tag questions TO BE TO BE GOING TO + verb | A - Mr. López is your English teacher, isn't he? B - Yes, he is. You were in his English class last year, weren't you? A - Yes, I was. B - He's going to teach here next year, isn't he? A - No, he isn't. He's going to retire in Puerto Rico. | In school | Restating information |
| 39. Verbs: tag questions DO | A - Sam worked at the supermarket last year, didn't he? B - Yes, he did. A - He still works there, doesn't he? B - No, he doesn't. He works at the library now. | In the community | Clarifying information |
| 40. Verbs: modals, ability CAN 41. Verbs: tag questions CAN | A - I'm going to have a party tonight. You can come, can't you? B - I'm sorry, I can't. I'm having trouble with my homework. A - Oh! Can I help? B - Maybe you can. Are you taking Spanish? A - No, but I can speak it. I learned it at home and in school. B - Then you really can help me! Thanks. | A telephone conversation | Extending an invitation Politely refusing an invitation Offering help Expressing ability Accepting help |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|--------------------|---|
| 42. Verbs: irregular past tense | <p>A - When did your grandmother come to New York?</p> <p>B - She came last Friday.</p> <p>A - Did she take a taxi to your house?</p> <p>B - No, she didn't. She took the bus.</p> <p>A - Did you eat dinner at home?</p> <p>B - Yes. We ate a huge meal, and after dinner we all sat in the living room. We had a great time.</p> | A family visit | Recounting past activities |
| 43. Verbs: modal WILL | <p>A - Bye, I'll see you later.</p> <p>B - No, you won't. I'm going to the dentist.</p> <p>A - Will you call me tonight?</p> <p>B - I won't call you tonight, but I'll meet you before class tomorrow.</p> | After school | Making plans |
| 44. Pronouns: reflexive MYSELF OURSELVES YOURSELF YOURSELVES HIMSELF THEMSELVES HERSELF ITSELF | <p>A - How was your vacation?</p> <p>B - Wonderful. We enjoyed ourselves so much.</p> <p>A - How's Scott?</p> <p>B - Not well. He hurt himself in gym class today.</p> <p>A - I'm sorry. And the baby?</p> <p>B - She's great. She can feed herself now.</p> <p>A - Well, I have to go. We're going to the movies.</p> <p>B - Enjoy yourselves!</p> | Friends and family | <p>Inquiring about friends</p> <p>Relating personal news</p> <p>Expressing sympathy</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|-------------------|--|
| 45. Adjectives: comparison of equals AS + adjective + AS | The red circle is as large as the green circle. The blue triangle is not as small as the yellow triangle. | Shapes and colors | Comparing equals |
| 46. Adverbs: sequence FIRST THEN NEXT FINALLY | <i>How to Use the Computer</i> First, turn on the power. Then, load the diskette. Next, wait for the cursor. Finally, type in your name. | Computer literacy | Following directions Organizing tasks |

LEVEL II: INTERMEDIATE

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|----------------------|---|
| 1. Pronouns: possessive MINE OURS YOURS YOURS HIS/HERS/ITS THEIRS | A - That's my ruler. B - No, it isn't. It's mine. C - What's the problem? B - He says the ruler is his, but it's not. It's mine. C - Stop arguing. It belongs to the class. It's ours. | Ownership | Expressing possession Expressing disagreement |
| 2. Verbs: modals HAVE TO | A - Come on, Roland, we have to go to Grandma's house now. B - But, Dad, I have to study. A - Your sister has to study, too. Bring your books with you. | Responsibilities | Expressing an obligation |
| 3. Adverbs: intensity VERY + adjective TOO + adjective adjective + ENOUGH | A - How do you like my new recipe for Italian chicken? B - It's very spicy. In fact, it's a little too spicy for me. C - Really! I don't think it's spicy enough. I want more garlic on mine. A - (Adds garlic.) Is it spicy enough now? C - Mmm! It's just right. | Foods and seasonings | Asking for an opinion Giving an opinion Expressing satisfaction |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|--|---|---------------------------------|
| <p>4. Verbs: past tense, continuous form</p> | <p>A - I tried to call you all day yesterday, but you weren't home. Where were you?</p> <p>B - I was studying for my social studies test in the library until noon.</p> <p>A - What were you doing in the afternoon?</p> <p>B - I went shopping with my mother. We were looking for a color TV and we bought a great one.</p> <p>A - Terrific! When can I see it?</p> <p>B - Anytime you want.</p> | <p>Leisure activities</p> | <p>Recounting events</p> |
| <p>5. Verbs: modals MAY MIGHT</p> | <p>A successful orbit of the satellite may lead to better weather forecasts. They may launch a new satellite tomorrow.</p> <p>A - The sky is getting dark. It might rain.</p> <p>B - Look at the lightning! Listen to the thunder!</p> <p>A - It's starting to rain. We might not be able to go to the planetarium today.</p> | <p>Space and technology Weather</p> | <p>Expressing possibilities</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|---|--|--|
| <p>6. Interrogatives: WHY</p> <p>7. Conjunctions: BECAUSE</p> | <p>A - Mom, why do we have to go to Aunt Angela's house tomorrow?</p> <p>B - Because it's her birthday.</p> <p>A - But it's boring there. Why can't I just call her up and say happy birthday?</p> <p>B - Because she wants to see you. Anyway, she'll have plenty of ice cream and a birthday cake.</p> <p>A - All right. I'll go.</p> | <p>Family obligations</p> | <p>Complaining</p> <p>Making a compromise</p> <p>Resolving a dispute</p> |
| <p>8. Verbs: USED TO + base form of verb</p> | <p>A - I used to live in Brooklyn and I used to walk to school. Now I live in Queens and I take the bus.</p> <p>B - I used to live in Manhattan and I used to take the subway. Now I live in Queens, too.</p> | <p>Local geography</p> <p>Transportation</p> | <p>Recalling the past</p> |
| <p>9. Conjunctions: correlative EITHER ... OR NEITHER ... NOR</p> | <p>Neither my mother nor my father speaks English well. When my mother goes shopping, either my sister or I go with her. My mother and father want to learn more English. They will either go to night school or study with a friend.</p> | <p>Learning a language</p> | <p>Expressing want or intention</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|------------------------------------|---|
| <p>10. Verbs: present perfect tense</p> <p>TO HAVE + past participle</p> <p>11. Interrogatives:</p> <p>HOW LONG</p> <p>12. Prepositions:</p> <p>FOR</p> <p>SINCE</p> | <p>A - Steve, have you seen Marcos lately?</p> <p>B - No, Marcos has been sick since vacation. He had a cold and now he has the chicken pox. He's had a fever for a week.</p> <p>A - How long has he been absent from school?</p> <p>B - He's been out for two weeks.</p> <p>A - So, have you visited him?</p> <p>B - Are you kidding! I don't want to catch chicken pox.</p> | <p>Health</p> | <p>Showing concern for a friend.</p> <p>Giving an explanation</p> |
| <p>13. Pronouns: relative</p> <p>WHO</p> <p>WHICH</p> <p>THAT</p> | <p>One of the men who signed the Declaration of Independence was John Hancock.</p> <p>The document that gave freedom to the slaves was the Emancipation Proclamation.</p> <p>The Equal Rights Amendment, which is important to many people, is not yet a law.</p> | <p>Historical documents</p> | <p>Clarifying information</p> |
| <p>14. Verbs: verb + infinitive</p> | <p>I want to be a doctor because I like to help people. After high school, I plan to go to college and then to medical school. I need to study a lot because I hope to be a good doctor.</p> | <p>Careers</p> <p>Future plans</p> | <p>Expressing hopes</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|-------------------------------------|--|
| 15. Pronouns: indefinite ONE ONES OTHER OTHERS ANOTHER EACH NONE | A - My sneakers are old. I need new ones. B - We have many styles. Which one do you want to try on? A - Could you show me the blue ones on the top shelf? B - We don't have your size in blue. A - OK. Then let me see them in another color. | Shopping | Making selections Offering alternatives |
| 16. Verbs: modals MUST SHOULD OUGHT TO | A - I'm taking my first trip to Ecuador. What will I need? B - You must have a passport and a plane ticket. A - Yes, I know that. What else do I need? B - Well, you should have a camera and take extra money for souvenirs. A - Should I take a coat? B - No, but you should take a sweater. A - Should I call Aunt Claudia in Quito? B - You must call her, Frank. Remember, she's your godmother. | Traveling Family obligations | Expressing strong necessity Expressing obligation |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|--|--------------------|---|
| 17. Verb: Present tense, continuous form to express the future | <p>A - What are you doing this weekend?</p> <p>B - On Saturday, I'm sleeping late and then George is coming over.</p> <p>A - Are you going out?</p> <p>B - Yes. We're going on a picnic in the afternoon and then we're seeing a movie at night.</p> | Weekend activities | <p>Inquiring about future plans</p> <p>Informing about future plans</p> |
| 18. Adjectives: determiners A LOT A FEW ENOUGH ALL BOTH NONE | <p>A - Dad, can I have some chocolate?</p> <p>B - All the chocolate is gone. You ate it for dessert.</p> <p>A - Can I have a few cookies?</p> <p>B - Come on! You've already had a lot of cookies today. You opened both packages. You've eaten enough sweets for one day. Eat some fruit instead.</p> | Food and snacks | <p>Requesting permission</p> <p>Denying a request</p> |
| 19. Verbs: modals COULD | <p>A - Nick, could you please turn down the stereo?</p> <p>B - Sure, Mom. By the way, could we have dinner early tonight?</p> <p>A - I guess so. How come?</p> <p>B - I have to go out with my friends later. We're playing paddle ball.</p> <p>A - OK, but could you come home by eight? You have to clean up.</p> <p>B - No problem!</p> | Evening activities | <p>Making a polite request</p> <p>Responding to a request</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|---|----------------------------------|---|
| 20. Pronouns: compound indefinite SOMEONE EVERYONE SOMEBODY EVERYBODY SOMETHING SOMEWHERE EVERYTHING EVERYWHERE ANYONE NO ONE ANYBODY NOBODY ANYTHING NOTHING ANYWHERE NOWHERE | <i>Position Available</i> We are looking for someone with bilingual skills, able to travel anywhere and able to handle everything by phone. This person must know something about different countries. | Want ads | Job Requirements Describing qualifications |
| 21. Verbs: infinitive of purpose | A - Ms. Wong, what's the capital of Jamaica? B - Use the atlas to find a list of capital cities. A - What are the most important products of Puerto Rico? B - Look up Puerto Rico in the encyclopedia to find the answer. A - Where can I find a book about Juan Pablo Duarte? B - Go to the card catalog to locate his biography. | The Caribbean The library | Asking for factual information Requesting assistance Suggesting solutions |
| 22. Adverbs: comparative - ER MORE + adverb Exceptions: WELL - BETTER BADLY - WORSE FAR - FARTHER | A - Coach, who's going to be on the track team? B - Well, Wai Kwan jumps higher than the other boys. Luis runs more quickly. And Paul throws the javelin farther than anybody else. They'll all be on the team. | Sports | Supporting a decision with reasons |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|--|---|
| 23. Adverbs: superlative -EST THE MOST + adverb Exceptions: WELL - THE BEST BADLY - THE WORST | A - Who do you think should be in the class talent show? B - David plays guitar the loudest. C - Altagrace sings the best, and Carol dances the most gracefully. A - Good. They'll all be in the show. | Talent show | Asking for suggestions Giving an opinion Arriving at a decision |
| 24. Adverbs: comparison of equals AS + adverb + AS | Work as quickly as possible. Write as neatly as possible. Answer the questions as well as you can. | Test directions | Giving information |
| 25. Verbs: past perfect tense HAD + past participle | A - Did Uncle Sergio call last night? B - Yes, he did, but you had already left with Daria when he called. A - What did he say about the circus? B - He said he had reserved the seats but hadn't picked up the tickets yet. A - Oh, boy! I can't wait! | Leisure activities An outing | Expressing excitement |
| 26. Conjunctions: subordinating AS SOON AS BEFORE AFTER WHEN WHERE UNTIL | As soon as you come in tomorrow, you can work on a circle-square design on the computer. You can create your logo design until I say stop. Before the bell rings, we'll print out your designs. While the printers are operating, we'll walk around to see each other's graphics. | Class assignments Computer graphics | Giving instructions |

LEVEL III: ADVANCED

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|----------------------------------|---|
| 1. Impersonal expressions followed by infinitive | It is (It's) important to drink a lot of water. It is (It's) necessary to exercise every day. It is (It's) not good to eat junk food. | Health and nutrition | Making generalizations Imparting factual information |
| 2. Impersonal expressions followed by prepositional phrase and infinitive | It's important for me to drink a lot of water. It's necessary for her to exercise every day. It's not good for us to eat junk food. | Health and nutrition | Narrowing generalizations |
| 3. Nouns: used as adjectives | A - What did you do on the farm last weekend? B - We climbed some fruit trees, milked some cows, and worked in a vegetable garden. A - What did you do after that? B - We put milk in milk bottles, drank some fruit juice, and made apple pies. Then we went to the bus station and came home. | On a farm | Inquiring about an activity Enumerating activities |
| 4. Adjectives: past participle | A - I bought a used bike last Saturday. B - That's great! How's it working? A - Not too well. I hit a broken bottle and got a punctured tire. B - Gee, that's too bad. | Buying toys and sports equipment | Relating news to a friend Expressing enthusiasm Expressing disappointment |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|------------------------------------|--|-----------------|---|
| 5. Adjectives: present participles | <p>A - Doctor, I have a stinging pain in my ear.</p> <p>B - I see. Anything else?</p> <p>A - Yes, I have an itching feeling on my arm. It's almost like a burning pain.</p> <p>B - Don't worry. I'll examine you and give you some medicine.</p> | Health | <p>Describing pain</p> <p>Asking for additional information</p> <p>Comforting</p> |
| 6. Indirect speech | <p>Lisa told her sister that her friend Athena had had a problem with a teacher. Athena said that she had to leave school early today. The teacher said that she had to stay until 3 o'clock. Athena said that she had a doctor's appointment at 2:30. The teacher said that she couldn't leave without a note from home. Athena started to cry and the teacher had to call her mother.</p> | School routines | Reporting what was said |
| 7. Direct speech | <p>A - Shari, my friend Athena had a problem with her teacher today.</p> <p>B - Tell me what happened.</p> <p>A - Athena said, "I have to leave school early today." The teacher said, "You have to stay until 3 o'clock." Athena said, "But I have a doctor's appointment at 2:30." The teacher said, "You can't leave without a note from home." Athena started to cry and the teacher had to call her mother.</p> | School routines | Quoting what was said |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--|---|------------------------------|--|
| <p>8. Verbs: present perfect continuous tense</p> <p>9. Conjunctions: subordinating</p> <p>SINCE</p> | <p>A - Hi, Grandpa. I've been waiting for you all morning.</p> <p>B - Sorry I'm late. I've missed you, Alexander. What have you been doing since the last time I saw you?</p> <p>A - Well, I've been taking guitar lessons. Gina has been studying computers and Carl has been jogging every day.</p> <p>B - That's wonderful. I'm glad you've all been keeping busy.</p> | <p>Family news</p> | <p>Apologizing</p> <p>Reporting ongoing activities</p> |
| <p>10. Gerunds: used as the direct object of a verb</p> | <p>A - What kinds of sports do you like, class?</p> <p>B - I enjoy riding my bike in the park.</p> <p>C - I like swimming in the ocean.</p> <p>D - I practice running on the track after school. Which sports do you like, Mr. Hannigan?</p> <p>A - I like watching sports on TV.</p> | <p>Hobbies</p> <p>Sports</p> | <p>Inquiring about interests</p> <p>Giving information</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|--|--|
| <p>11. Conjunctions: subordinating, to introduce adverbial clauses</p> <p>SO THAT</p> | <p>A - Why is there a star next to some cities on the map?</p> <p>B - There's a star so that we can identify the capital city.</p> <p>C - And why do they use different colors on a map.</p> <p>A - They use different colors so that we can see the borders of different countries.</p> | <p>Maps</p> | <p>Inquiring about purposes</p> <p>Stating purposes</p> |
| <p>12. Conjunctions: subordinating, to introduce adverbial clauses</p> <p>UNLESS</p> | <p>The telephone company workers have been on strike for two weeks. They won't go back to work unless they get higher salaries and longer vacations. The telephone company won't pay more money unless the employees work longer hours.</p> | <p>A strike</p> | <p>Reporting news</p> |
| <p>13. Conditional statements with "IF" clauses: real or possible conditions</p> | <p>A - Phil, what will happen if we put one magnet near another?</p> <p>B - If you put two magnets together, they'll attract.</p> <p>C - I don't agree. If you put two magnets together, they won't attract. They'll repel.</p> <p>B - All right. Let's try it and see.</p> | <p>Science class</p> <p>Conducting an experiment</p> | <p>Asking a probing question</p> <p>Expressing probability</p> |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|---|-----------------------|--|
| 14. Conditional statements with "IF" clauses: unreal conditions | <p>A - What would you do if you were rich, Mohammed?</p> <p>B - If I were rich, I would travel around the world and visit many countries. If you had money, Jean, what would you do?</p> <p>A - I would buy my family a house and put some money in the bank.</p> | Dreams and wishes | Expressing a wish or desire |
| 15. Conditional statements with "IF" clauses: unrealized conditions | <p>If I had studied more, I would have passed the test.</p> <p>If she hadn't been sick last week, she wouldn't have missed the game.</p> <p>He would have gotten a better grade if he had studied more.</p> | School responsibility | Expressing possible causes and effects |
| 16. Nouns: in apposition | <p>Washington D.C., the capital of the United States, is a beautiful city to visit in the spring. The White House, home of the President, has many different rooms, including a bowling alley and a movie theater. All the main streets lead to the Capitol, the meeting place of the Senate and House of Representatives. It has a beautiful white dome on top. The Potomac, the main river of Washington, has many lovely cherry blossom trees along its banks.</p> | Famous cities | Expanding a description |

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|---|--|------------------|--|
| 17. Verbs: embedded questions | <p>A - Excuse me, can you tell me where the post office is?</p> <p>B - I'm not sure. Ask Jackie.</p> <p>A - Jackie, do you know where the post office is?</p> <p>B - Sure. It's right next to the stationery store.</p> <p>A - Can you show me where it is?</p> <p>B - OK. Let's walk there together.</p> | The neighborhood | <p>Seeking information</p> <p>Expressing doubt</p> <p>Expressing location</p> <p>Asking for a favor</p> <p>Complying</p> |
| <p>18. Noun clauses: object position after verbs HOPE, THINK, BELIEVE, FEEL, ASSUME</p> <p>19. Noun clauses: object position after verb WISH (unreal)</p> | <p>A - I hope (that) my family can go to the American Museum of Natural History over vacation.</p> <p>B - Why? What's there?</p> <p>A - A lot of great exhibits. I think (that) the dinosaurs are the most interesting. Sometimes I wish I had lived thousands of years ago.</p> <p>B - I wish I could go with you to the museum.</p> <p>A - I think you can. Let's ask.</p> | A museum trip | <p>Expressing desire</p> <p>Expressing enthusiasm</p> |

BEST COPY AVAILABLE

| STRUCTURES | EXAMPLES | THEMES | FUNCTIONS |
|--------------------------|---|---------------------|-----------------------|
| 20. Verbs: passive voice | <p>There was a big traffic jam yesterday because of a fire. The traffic was stopped for 45 minutes. The street was closed off by two patrol cars. The pedestrians were asked to wait at the corner. Two people were carried out of the house by firefighters. They were taken to the hospital in an ambulance. They were sent home the next day because they were better.</p> | Emergency situation | Reporting an incident |

GLOSSARY

| | |
|--|---|
| Alternate Placement A | A bilingual special education class is taught by a monolingual English teacher when a certified bilingual teacher is not available. The class is assigned a bilingual paraprofessional who speaks the native language of the students. See Cross-Cultural Paraprofessional. |
| Alternate Placement B | A limited-English-proficient special education student is temporarily placed in a monolingual English class when the recommended Bilingual Instructional Service is not available. The student is assigned a bilingual paraprofessional who speaks his/her native language. |
| Basic Interpersonal Communication Skills (BICS) | Informal conversational or survival language skills. BICS may take up to two years to develop in the second language. |
| Bilingual Education | A program in which LEP students receive ESL, native language arts, and content area instruction in their native language. |
| Bilingual Instructional Services (BIS) | A special education category for LEP students. |
| Cognitive Academic Language Proficiency (CALP) | Academic language skills necessary for successful school performance. CALP may take five to seven years to develop in the second language depending on CALP in the first language. |
| Committee on Special Education (CSE) | Each community school district has a CSE that coordinates the evaluation process for the students referred from its schools. The CSE recommends an appropriate program based on evaluation results conducted by a multidisciplinary team, the School Based Support Team (SBST). |
| Comprehensible Input | An integral part of the natural approach to ESL. The teacher uses a wide variety of multisensory supports, gestures and pictures, to ensure that the LEP students understand the message being communicated. |

Consent Decree

The Consent Decree of August 29, 1974, is an agreement between the Board of Education of the City of New York and Aspira of New York. It specifies a program for students whose level of English language proficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish while acquiring English as a second language.

Council for Exceptional Children (CEC)

A professional organization that conducts annual conferences and publishes journals with articles on the needs of exceptional learners. There are special divisions related to the Culturally and Linguistically Diverse Exceptional (CLDE) learner.

Cross-Cultural Paraprofessional

A paraprofessional who is fluent in English and the LEP student's native language and knowledgeable about the student's cultural heritage. He or she provides instruction in the student's native language when the teacher is unable to do so, and serves as a bridge between students, parents and caregivers, and the teacher.

Culturally and Linguistically Diverse Exceptional (CLDE) Student

This terminology is used to describe the culturally and linguistically diverse student with special needs.

Cut-off, Entitlement

A score at or below the 40th percentile on the English LAB. All students in this category are considered LEP and are entitled to mandated bilingual or ESL programs.

Division of Bilingual Education (DBE)

This division of the Board of Education of the City of New York is responsible for a wide variety of services including curriculum development, staff development, and instructional support for limited-English-proficient students, as well as for all second language and foreign language learners in pre-kindergarten through grade twelve citywide. This population includes all LEP special education students.

Division of Special Education (DSE)

This division of the Board of Education of the City of New York is responsible for a wide variety of services including clinical staff development and support for students with disabilities from preschool through grade twelve.

Educational Planning Conference (EPC)

A meeting conducted by the CSE based on the evaluation completed by a multi-disciplinary team, in which a written recommendation is made for addressing the individual needs of the students. Parents and caregivers are invited and encouraged to attend.

| | |
|---|--|
| Eligible | If a student has a Home Language Identification Survey (HLIS) that indicates a language other than English is spoken in the home, or has a Language Assessment Battery (LAB) test result below the 40th percentile from an earlier testing period, he or she is eligible for LAB testing. |
| Emergency Immigrant Education Act (EIEA) | This state program provides financial assistance to local educational agencies for supplementary educational services for immigrant children enrolled in elementary and secondary public and nonpublic schools. |
| English Language School System (ELSS) | Any school system in which the principal language of instruction is English. |
| English Proficient (EP) | English proficient refers to any student who has acquired English language skills either as a native speaker or as second language learner. In the context of program placement, this term refers to a pupil who has scored above the 40th percentile on the English Language Assessment Battery (LAB) test. |
| English as a Second Language (ESL) | A structured language acquisition program that is designed to teach English to students whose native language is not English. It includes listening, speaking, reading, and writing, and provides for both social and academic English instruction through the use of second language methodologies. |
| Entitled | A student who scores at or below the 40th percentile on the English LAB is entitled to a mandated bilingual or ESL program. |
| ESL, Freestanding | A mandated program for LEP students not enrolled in a bilingual class. It includes both language instruction and content area instruction using ESL methodologies. |
| ESL, Pull-out | ESL instruction given to LEP students who are taken out of their regular classes and instructed by a licensed ESL teacher. |

El Examen de Lectura en Español (ELE)

The purpose of *El Examen de Lectura en Español* is to assess the Spanish reading proficiency of native speakers of Spanish who are receiving native language arts instruction. The ELE was developed to measure a student's overall level of reading comprehension, rather than specific skills. The test parallels the Degrees of Reading Power test (DRP) and uses reading material prepared especially by writers and reviewers whose native language is Spanish and who represent various Latino cultural and linguistic groups.

Former Limited English Proficient (FLEP)

A student who previously scored at or below the 40th percentile on the LAB test and who now scores above the 40th percentile. FLEP students are entitled to one year of transitional services.

Home Language Identification Survey (HLIS)

A form documenting the language spoken in the student's home.

Individualized Education Program (IEP)

A program required for all special education students.

IEP PRO

Computerized Individualized Education Program.

Jose P.

A civil case filed in 1979 charging that children with disabilities were being denied a free and appropriate education because of a lack of timely evaluation and placement in an appropriate program.

L1

The native first language.

L2

The second language; in the case of LEP students, English.

Language Assessment Battery (LAB)

This standardized test determines entitlement to mandated bilingual and ESL programs, in English and Spanish; there are "short" and "full" versions.

Language Skills

Listening and reading are receptive language skills; speaking and writing are productive language skills.

Lau Plan

The Lau Plan of September 15, 1977, is an agreement between the New York City Board of Education and the Office for Civil Rights for students whose limited English language proficiency prevents them from effectively participating in the learning process and whose home language is other than English or Spanish.

Lau Student

A non-Hispanic LEP student.

Language Experience Approach (LEA)

Teachers provide a shared language-generating experience as a means of developing communication in all four skill areas: listening, speaking, reading, and writing in a holistic manner. Students dictate ideas while the teacher records the information on a chart. Students read the chart as a group or individually.

Limited English Proficient (LEP)

A student who is limited English proficient is one who has scored at or below the 40th percentile on the LAB test and is mandated to receive bilingual/ESL instruction. This student is one who is in the process of acquiring English language skills for social and academic purposes.

National Association for Bilingual Education (NABE)

A professional organization that holds an annual conference and disseminates numerous publications that provide research-based information on a broad range of issues in the field of bilingual education. NABE stimulates an exchange of ideas among those involved in bilingual and ESL education.

Native Language Arts (NLA)

A component of a bilingual program that provides instruction in listening, speaking, reading, and writing in a student's native language. The NLA curriculum parallels that of English language arts. It should impart an appreciation of the history and culture of the new country and of the student's country of origin through the study of literature.

Natural Approach

An ESL approach based on the way a first language is naturally acquired.

New York State Department of Education

This branch of the New York State government develops legislative policy for funding, regulations, implementation, and evaluation of educational programs as well as curriculum guidelines for all students.

Part 154

The Guidelines for Programs of Commissioner's Regulations for Pupils with Limited English Proficiency, from the State Education Department of New York, is a basic document used by districts to determine policy and programs for entitled LEP students.

Realia

Real objects and materials (for example, a subway token, watch, keys) used to enhance student comprehension.

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| Scaffolding | An approach to literacy building in which comprehension of the written page is aided by visuals, charts, and discussions used as supports or “scaffolds.” As the learner becomes more able to read, the supports are gradually removed and only print is left. |
| School Based Support Team (SBST) | A multidisciplinary team composed of a social worker, an education evaluator, and a psychologist. Depending on the kinds of possible learning problems experienced by the student, other professionals such as physicians, teachers, and speech therapists may be involved in gathering information. <i>Bilingual</i> SBST’s are assigned to evaluate LEP students. |
| Second Language Acquisition (SLA) | The process by which a student becomes fluent and literate in a new language. SLA is affected by such factors as age, literacy in the native language, and prior schooling. |
| Sheltered English | An interactive ESL program in which content area instruction is made comprehensible without “watering down” the subject matter through actions, facial expressions, contextualized language, and visual aids. |
| Short LAB | An abbreviated form of the LAB test given during the fall. |
| Special Education Training and Resource Center (SETRC) | A state funded program that provides information and services to help children obtain the best possible educational opportunities. SETRC offers comprehensive consultation and training resources. |
| Stages of Language Acquisition | The four stages (preproduction, early production, speech emergence, and intermediate fluency) through which individuals pass while learning a language whether it is a native or a second language. |
| Teachers of English to Speakers of Other Languages (TESOL) | An international professional organization that holds annual conferences, conducts surveys, and publishes journals with articles on the latest techniques of teaching ESL at all levels of instruction, on research findings in second language acquisition, and on theoretical issues related to linguistics. |
| PL94-142 | Public Law 94-142, originally passed in 1975, mandates the provision of free and appropriate special education services to eligible persons from birth to age 21. |

Title VII of the ESEA

This section of the Elementary and Secondary Education Act, originally promulgated in 1968, provides funds on a competitive basis for the development of bilingual programs.

Total Physical Response (TPR)

TPR is an ESL instructional approach that combines movement and language in a low anxiety atmosphere to encourage language learners to gain fluency. It allows students to demonstrate understanding through actions, and to speak when they are ready. TPR activities should also incorporate reading and writing components.

Transitional Student

A limited English proficient student with a LAB score between the 21st and 40th percentiles; that is, one who is in transition to intermediate English proficiency.



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