



FAIRFIELD AREA SCHOOL DISTRICT

ESL/ELL HANDBOOK

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ESL PROGRAM- GOALS AND OBJECTIVES

The ESL (English as a Second Language) program is established to provide students with the vocabulary and grammatical structures needed for both school performance and everyday living. The program functions in grades K-12, following the Planned Course of Instruction developed for regular education in the Fairfield Area School District.

Together with the classroom teacher, the ESL teacher develops language acquisition and cognitive academic language skills through the use of sound instructional techniques. The ESL program provides the English Language Learner (ELL) the opportunity to grasp the academic, social, and cultural aspects of the English language through the teaching of reading, writing, spelling, and listening.

The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society. This can be done most effectively by meeting the following objectives:

1. to nurture self-pride and self-identity in each student's linguistic and cultural heritage.
2. to develop proficiency in the English language.
3. to reach a level of proficiency in reading, writing, speaking, and listening as outlined in the Pennsylvania State Standards.
4. to reach a level of proficiency in all content areas.
5. to provide curricular and extra-curricular opportunities for ELL in a similar fashion to our non-ELL students.

ENTRY CRITERIA

Research indicates it takes anywhere from five to seven years for students to acquire a new language. Second language skills acquisition requires constant, intensive, guided practice. "A considerable amount of research from both Europe and North America suggests that ESL students frequently develop fluent surface or conversational skills in the school language but their academic skills continue to lag behind grade norms. It is important for educators to be aware of this research since failure to take account of the distinction between conversational and academic language skills can result in premature exiting from ESL programs" (Cummins, p. 25)

The target population for the ESL program is defined in term of the competency of each student in English. Any student who may be classified within any of the categories listed below should be provided English as a Second Language Instruction.

Registration and Identification

Fairfield Area School District student registration is conducted through a central registration process. All registering students (including ELL) must present immunization records and complete the Home Language Survey, and provide proof of residency within the Fairfield Area School District. No ELL enrollee will be subject to scrutiny that is not part of the normal enrollment process.

Individuals answering any question of the Home Language Survey with a response of a language other than English will result in the student being given a formal English language proficiency assessment provided by the Lincoln Intermediate Unit to determine if ESL/Bilingual placement and instruction is needed.

Assessment and ESL Placement

A student identified as a PHLOTE will be evaluated by an ESL teacher using the Woodcock-Munoz Language Survey and/or Idea Proficiency Test to determine ESL instructional level placement.

ESL students shall be placed in a grade level that is appropriate according to educational experience and age. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language. An effort is made to group students within two or three grade levels for ESL instruction. Principals will notify parents of their child's participation in the ESL program. Evaluation is on going with students changing levels as needed. Exit procedures and follow-up contact are conducted as deemed appropriate by the specific needs of the students.

ESL Levels and Teaching Strategies

Upon analysis of the language assessment, the ELL who is categorized using one of the levels listed below will be provided instruction on the ESL program.

Level I – NEP – This would be considered the Non-English Proficiency Stage

Students at this stage are not ready to actively produce language. They are listening and beginning to respond and show that they understand by using nonverbal signals. Students in this stage demonstrate the following:

- respond in a nonverbal manner
- memorize written or spoken words and phrases
- rely heavily on pictures to understand texts
- demonstrate limited comprehension especially of written language

Level II – NEP – This would be considered the Receptive Language Stage.

Students can attend to hand-on demonstrations and illustrated stories with more understanding. They can give one-word responses, and initiate a conversation by pointing and using a single word. As receptive vocabulary expands, they can respond nonverbally to a wide range of vocabulary items. Students in this stage demonstrate the following:

- improved understanding of basic interpersonal communications (BIC)
- comprehend about 20% of the academic content they hear
- inability to comprehend most textbooks
- writing limited to 2-5 word sentences
- large gaps in vocabulary, grammar and reading comprehension

Level III – NEP – This would be considered the Survival English Stage.

Students at this stage begin speaking phrases and simple sentences. They will make mistakes in grammar, word order and word usage as they begin to communicate more freely. Mistakes are a necessary part of the learning process as students move toward becoming more fluent speakers. Students in this stage demonstrate the following:

- an understanding of most of the non-academic vocabulary used in the classroom
- an ability to read and write in a developmentally appropriate way
- an ability to comprehend some academic tests
- an ability to understand cause and effect
- difficulty with inferences, word order, word usage and grammar

Level IV – LEP – This would be considered the Developing Fluency Stage

Students are able to communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support. Some can use the telephone in situations in which little previous context has been established. Students in this stage demonstrate the following:

- an ability to express ideas on a wide range of topics
- an ability to comprehend developmentally appropriate material
- an ability to write to convey meaning and understanding
- small gaps in vocabulary and/or grammar

EXIT CRITERIA

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.

In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below. In addition, LEAs must ensure that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

- *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA.*
 - *For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*
2. Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

MONITORING OF EXITED STUDENT(s)

The District will continue to monitor all students exited from ESL programs for a period of two years. The monitoring will include a yearly review of academic progress and state and local

assessments. Academic progress reports will be provided to parents at the end of each marking period and parent conferences will be held at least once a year to review data and progress.

ORIENTATION TO SCHOOL

The first few days and weeks are especially difficult for the newly arrived non-English speaking student. He/she must learn not only the English language but a whole complex cultural framework. Here are some ways you, the classroom teacher, can help make the transition to a new language and culture easier:

1. Find out as much as possible about the ESL students and his/her cultural background. Learn what he/she would like to be called and attempt to pronounce the name correctly; do NOT Anglicize it. Find out pertinent personal data. Be aware that student behavior or responses may be reflective of cultural background.
2. Welcome new arrivals warmly. Be friendly and empathetic to their needs. You will influence the attitude of your entire class. If you regard the coming of a student from an unfamiliar background as an enriching experience from which everyone can learn, it will be just that.
3. Inform classmates of the needs and problems that ESL students face. Ask them to suggest ways they can help make it easier for their newly arrived classmate to learn English and to become oriented to a new environment.
4. Take the student for a tour of the school. Introduce him/her to school personnel. Acquaint him/her with the location of the office, lunchroom, library, gym, restroom, lockers, etc. Encourage him/her to learn the titles and functions of staff members and the names of the rooms.
5. Teach essential courtesy and survival phrases. Determine our most frequently use of commands and phrases. Try to use those expressions exclusively during the first weeks. Expand your vocabulary for classroom items and directions gradually, (e.g. Use “chalkboard” initially; vary with “blackboard: and “board” later).
6. Use the ESL staff as a resource for additional information on and to insure effective communications with the student and his/her parents.
7. Assign a peer buddy to the new student to serve as a guide around school and a model for correct English usage.

Cultural Implication

Cultural differences often cause interference, interruption, and misunderstanding in American classrooms. Because cultural behaviors are usually taken for granted by all humans, cultural differences may not be noticed until trouble erupts. The process of understanding involves four steps:

1. Understand the nature of the culture and its implications for the classroom.
2. Gain all facts possible about the culture of all ethnic groups represented in the classroom.
3. Learn to be a good observer of cultural patterns.
4. Provide for cultural differences in planning and conducting instruction.

Examples of various behaviors that may be present due to cultural differences are:

- some students may refuse to eat with their peers because they are not accustomed to eating with anyone but members of their own family.
- some students will avoid direct eye contact with their teachers since in their culture the act of looking people directly in the eye may have a meaning other than an acknowledgement of listening.
- some students tend to smile even when they are in disagreement with whatever is being communicated to them or when they are being reprimanded, since in their culture a smile is a gesture of respect that children are obliged to show their superiors.
- some students refuse, for cultural reasons, to participate in activities which require physical contact.
- some students will not answer unless they know the correct answer. An incorrect answer, a guess, means “losing face.”

Source: English as a Second Language/Dialect Resource Book for K-12. Province of British Columbia Ministry of Education.

THE ESL EDUCATIONAL PROGRAM

A variety of educational materials – trade and teacher adapted or produced – are used to support the theme-based and unit-based ESL. Proficiency encompasses culture and the four skill areas: Listening, speaking, reading, and writing as set forth in the state standards. Cognitive academic language proficiency is addressed at all levels of acquisition. Content vocabulary and comprehension needs are addressed in all levels of the program.

ESL instruction in the Fairfield Area School District is guided by the Planned Course of Instruction. This database provides the content and standards taught in each course. The ESL program at the elementary follows the Planned Course of Instruction for Language Arts and should be coordinated with classroom instruction. At the secondary level, ESL instruction may be provided as a replacement class.

Through their work with the ELL, the ESL teacher not only provides instruction in language acquisition, but also collaborates with content area instructors to meet the need of the ELL. In order for success to occur in the regular classroom setting, adaptation and accommodations must be made to reach the learner at his/her instructional level. “Teachers must adapt course of study to meet student needs. Adapting coursework does not mean diluting or placing in lower grades of instruction.” [Basic Education Circular – Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) – issued July 1, 2001.]

Amount of Time in ESL Class

The following chart indicates the minimum amount of time each day a student attends the ESL class. This varies depending on the ESL level in which the student has been identified.

Level I: NEP	90 minutes daily
Level II: NEP	90 minutes daily
Level III: LEP	45 minutes daily
Level IV: LEP	45 minutes daily

Reporting Student Progress

Because research indicates approximately five to seven years for language acquisition to occur, students’ progress in the regular education program is evaluated as follows:

Elementary, Middle School (K-8): Levels I and II student do not receive a grade in subject areas. They may receive an Outstanding, Satisfactory, or Unsatisfactory in special area classes (Art, PE, etc.) Generally Levels III and IV students can be evaluated using the district grading system. Consult the ESL teacher regarding questionable cases. The elementary ESL teachers shall report student progress in the form of a report card addendum to their classroom teachers each marking period. This applies to Level I and Level II students.

High School (9-12): ESL is a credited course. Students shall earn a percentage grade. Students take ESL in lieu of English. In subject areas at the senior high level, ESL students receive a percentage grade. Based on the need and proficiency level of the student, they may receive a Pass or Fail grade (P/F).

STUDENT PARTICIPATION IN RELATED EXTRACURRICULAR ACTIVITIES

The Fairfield Area School District is committed to providing all students with an equal opportunity and access to participate and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, handicap or language barrier. English Language Learners are encouraged to participate in all school programs and activities.

PUPIL PERSONNEL SERVICES

Counseling

Guidance Counselors are available to assist all students, including students with limited English proficiency, with social and emotional issues as well as guidance in the areas of career planning, scheduling, school to work transitions, post-secondary educational planning, etc.

Special Education and Gifted Education Services

Limited English proficiency is not a factor for consideration in the placement of students into Special Education and Gifted Programs. English Language Learners who qualify for gifted programs will not be barred from those programs due to language barriers. Assessment and evaluations for special education and gifted programs will be conducted as much as possible and as much as necessary in the learner's primary language.

STAFF DEVELOPMENT RELATED TO THE ESL PROGRAM

ESL Staff

All ESL staff receives appropriate training and professional education provided by the Lincoln Intermediate Unit on an annual basis.

District Professional Staff

As adopted by the school board, the Fairfield Area School District's Strategic Plan houses the Professional Development plan for the district. This includes, as required by State policy, provisions for providing training to all professional staff in areas relative to English as a Second Language. This training takes place during teacher in-service days, faculty meetings and other appropriate times.

COMMUNITY INVOLVEMENT

Program Planning and Advisory

Program planning and evaluation is an ongoing process involving the ESL Coordinator, Building Principals, ESL teachers and Lincoln Intermediate Unit ESL Supervisory personnel. The Fairfield Area School District through involvement with the Artist in Residence Program provides cultural experiences for staff and students.

Communication with Student's Home

Translation and interpretation services are provided in the preferred language of parents as much as possible. These services are provided through Lincoln Intermediate. To contact the Lincoln Intermediate Unit regarding translation and interpretation services, Principals should contact the District ESL Coordinator.

Complaint Resolution Process

Fairfield Area School District Complaint Policy # 1260

Neither the School Board as a whole or any individual member will entertain or consider communications or complaints from administrators, teachers, parents, or patrons until they have first been referred to the Superintendent. Only in those cases where satisfactory adjustments cannot be made by the superintendent shall communications and complaints be referred to the School Board.

The appropriate chain of command is the classroom teacher, building administrator, superintendent and finally, the school board. Depending on the nature of the complaint, the chain may begin with either the building administrator or superintendent.

If all levels have been exhausted and the complaint has not been resolved, parents should contact the Pennsylvania Department of Education. The appropriate personnel at The Pennsylvania Department of Education will then negotiate a resolution that is in compliance with Federal and state guidelines for ESL Programs.

PROGRAM EVALUATION PROCEDURES

Program evaluation is conducted on an on-going basis via input from administrators, staff and parents. Most importantly, program analysis is conducted by interpreting student progress and achievement. The Lincoln Intermediate Unit ESL program staff is utilized in a consultation manner to provide specific feedback in regards to curriculum issues, staff issues and individual student issues.

INTERPRETERS AND TRANSLATORS

When an interpreter or translator is needed in order for District staff to communicate effectively during a meeting with the parents of an ESL student, the following procedure will be followed in order to obtain services:

1. The staff member will contact the District ESL Coordinator (ext. 2044) and request the necessary services, while providing the time, language of parent, and location of the meeting.
2. The ESL coordinator will consult the approved list of interpreters and translators provided by the Lincoln Intermediate Unit. The ESL coordinator will then contact the interpreter or translator and schedule the services to be provided for the meeting.
3. Upon confirmation of needed services, the ESL coordinator will contact the District Staff member providing him/her with the name and phone number of the interpreter or translator.

SUGGESTED TEACHING STRATEGIES

Developing Oral Skills In A Second Language

How do the patterns that children follow when acquiring a first language relate to the steps that follow when learning a second language? Language researchers Dulay, Burt, and Brashen found many similarities between acquiring oral skills in a first language and then acquiring them in a second language. For example, they made the following observations:

1. Like first language learners, second language learners organize the language they hear in their own individual and systematic way. They learn the new language in stages, acquiring, simple structures first, then more complex ones. Second language learners acquire new structures only when they are mentally ready, regardless of the manner of frequency or presentation.
2. If a second language is learned before puberty, the learner will achieve oral proficiency more quickly than if the second language is learned after puberty.
3. The richer the learner's exposure to natural communication in the new language, the faster he/she will learn the new language. However, the content of the language must be comprehensible to the learner. Talking with the learner about everyday events and accompanying speech with facial expressions, gestures, and visual clues will make the language input comprehensible. It is also necessary to speak slowly and clearly, (not loudly) with second language learners and to use short, simple sentences.
4. Relaxed and self-confident learners acquire the second language faster than those who feel tense or unsure of themselves. If a teacher repeatedly corrects students' language, this does not insure that they will stop making errors. Furthermore, learners benefit more from the language they hear from their peers and from people with whom they identify than from formal instruction in a classroom.

Keep in mind:

1. Second language learners must also learn a new culture.
2. A large part of the task of learning a second language is acquiring a new labeling system for concepts that have already been developed in the native language.
3. Second language learners have a first language that can be used as reference in acquiring the second language. However, the first language influences the second language mostly in pronunciation. This is especially true for older learners.
4. Older language learners can use their advanced intellectual powers to analyze the new language. However, this does not help them to speak the language fluently.

General Teaching Strategies

Reduce anxiety; provide activities where success is likely!

Students who feel smart learn faster. Conversely, the more anxiety students experience, the less alert they are to language input. Students learn best in low-anxiety situations, where they are challenged at an appropriate level. Give students choices among activities and lots of encouragement.

ESL students will be weakest in auditory learning. Your teaching needs to provide illustrations, dramatic gestures, actions, emotions, voice variety, blackboard sketches, photo demonstrations, and hands-on materials. This type of instruction will build concept development as well as language.

Make lessons comprehensible and memorable.

Enrich your lessons with visual aids and your personality. Write key words on the board, read them aloud and define them with pictures or illustrations. These activities will help to anchor important vocabulary from oral lessons.

Let ESL students know they are included.

Make eye contact with your ESL students, mention their names during your reading or presentation, smile, wink, and occasionally stand near their desks so they know you have not forgotten them.

Create a social context for learning.

Pair or group the ESL students with other students so they are not isolated, but part of a team. Provide roles to group members designating what the ESL student can contribute.

For upper elementary and secondary students, a bilingual dictionary is a powerful tool in communication and confidence building. Students should each have a personal copy (soft cover, light weight) and carry it with them.

Tailor assignments to fit the ability of the student.

Adjust and limit the reading assignments. Provide additional visuals and hands-on activities wherever you can. Adapt, adapt, adapt content to match students' abilities.

Tailor your oral questions to get better feedback

Questions not only give you feedback on the student's understanding but are an excellent language teaching tool. Here is a hierarchy of questions to ask ESL students:

- ask the ESL students to point to items in a picture, words on the blackboard, or locations on a map. If they can't understand the directions or the vocabulary, have another student demonstrate the answer. Then ask the ESL student the same question in the same words.
- ask simple, illustrated questions that can be answered with yes or no. (Example: Holding a picture of the White House and pointing to places on a map ask, "Is the White House in California?" "Is the Whit House in Washington, D.C.?"")
- ask questions that may be answered in a single word or phrase, supply the answer embedded in an wither/or question. (Example: "Is the White House in California or in Washington, D.C.?"")
- Watch your students' body language. A student may know an answer but be fearful, and raise his hand hesitantly only a few inches. Catch that, and support the student in gaining the confidence to answer.

One-word answers are sufficient.

Do not require your ESL students to put oral answers in complete sentences. This will reduce their ability to participate. Accept one-word answers and sometimes supply the sentence in your acknowledgement.

Teacher:	Where is the White House?
Student:	Washeeton, nee cee
Teacher:	Right! The White House is in Washington, D.C.

Allow more time to answer.

The typical time lag a teacher allows after a question in mainstream class discussion is five seconds. An ESL student may know the answer but need an allowance of 15 to 20 seconds to get through the extra thinking time required to frame the answer verbally. Allow time.

If an ESL student gives a wrong answer, acknowledge it as a good try. Change the question to an either/or choice where the students has to merely identify the answer rather than recall it.

With homework assignments, check the student's work, and then encourage him/her to write answers on the blackboard. Students may be less threatened by writing answers rather than saying them.

What if their pronunciation is off?

If the pronunciation of a correct answer is abominable, say "That's right!" and state the answer correctly. Don't ask your ESL student to repeat the answer in front of the class, as it may raise

anxiety to have this much public attention. Save corrections and pronunciation coaching for when you are working in small groups on a one-to-one basis.

If you have sensitized your mainstream students, they will be supportive when the newcomers are answering questions. Let English speakers know it is crucial that they be sympathetic and not judgmental.

Write out this list of response for your ESL students and have them practice saying them.

“I don’t understand the question.”

“I understand the question, but I don’t know the answer.”

“I know the answer, but I can’t say it.”

“Please wait.”

Don’t frustrate your beginning ESL students by asking analytical questions requiring a good deal of fluency to answer (Example: How, Why what happened, what’s the difference between....).

Independent Work:

ESL students need to learn that they are accountable for the productive use of their time even when they are not involved with the class lesson. Helping them develop good work habits and self-direction will take some of your time, but it will be well worth it.

Copy Work:

One of the first things ESL students can do is copy work. Match the student’s abilities with what they copy to develop some skill. For example, students whose native language does not use the Roman alphabet will benefit from copying the following:

- individual letters (be sure they know the correct letter formation)
- their own names, names of classmates
- objects in the classroom
- words from a picture dictionary

Provide samples to be copied on lined paper, rather than the blackboard, so they may write directly under the words you have written, noticing letter formation and the positions of the letters on and below the lines.

Progress to:

- stories that have been read to them
- captions under pictures in their content texts
- a paragraph from a content textbook

Copying exercises develop fine motor skills, letter formation, left-to-right progression, vocabulary, spelling, word order, punctuation, sentence structure, and content-area knowledge.

Other activities for entry level ESL students:

Word Lists: Show students how to fold a paper lengthwise, write the English words on one column and the meaning in their language in the second column. By covering each column they can test themselves on the meaning and recognition of English words.

“I Like” Books: Have students cut pictures out of magazines to make booklets of personal likes and dislikes. Have them use their bilingual dictionaries to find words to label their pictures.

Enhanced Relatedness:

Include assignments that relate to the ESL student’s native country, literature, flag, customs, and life experiences. This combines comprehensible input with meaningful content.

Allow ESL students to help with class chores such as sharpening pencils, erasing the boards, sorting papers, watering the plants, etc. Acknowledge them for jobs well done.

Instructional Suggestions for Classroom Teachers

Source: Bilingual Syntax Measure Technical Handbook; The Psychological Corporation: Harcourt, Brace and Jovanovich; 1980.

Level 1: NEP – Non-English Proficiency Stage

1. Do not expect children in Level 1 to volunteer to speak in English, even though they may be able to imitate English words and phrases during class drills.
2. Focus on listening-comprehension activities.
 - a. Teach the student to understand concrete vocabulary words that refer to familiar physical objects or to concrete actions that are easily demonstrated by the teacher and acted out by the children. For example: ball, milk, eat.

- b. Conduct activities where the student can interpret the meaning of what they hear by means of the actions that accompany what is said, such as games, learning to make things, or taking care of class pets and plants. If available, appropriate educational television should be used. The best activities are those that the teacher can demonstrate while speaking, so that the child can understand the activity without having to rely on the verbal part of the activity.
 - c. Teach students to understand easily demonstrable instruction – such as “Please bring me the paper,” where the teacher can point to the paper and gesture, or “Please open the door,” where the teacher can point to the door and gesture.
- 3. Teach short songs or rhymes.
- 4. Teach verbal routines such as “Good morning”, “Thank you”, “Hello”, “Goodbye.”
- 5. Label objects in your classroom (desk, window, sink, etc.).
- 6. Begin with comprehensive input, speaking slowly and clearly. A picture, story, song, or chant will set the stage for what you want your students to learn. In this initial stage, the teacher provides the information while students listen.
- 7. Encourage students to follow simple directions which involve pointing, touching, or drawing.
- 8. Provide visual aids and concrete objects when introducing vocabulary. The clearer you can make the meaning of each vocabulary item, the faster your students will learn.
- 9. Encourage students to join in singing, chanting, and telling stories as you introduce new vocabulary. At the beginning, their participation may be mostly nonverbal. At first they may join only on an occasional word or just on the chorus of a song. Later on, they will gradually become more confident and comfortable about using English words and sentences.
- 10. Provide opportunities for role play. At first students can act out scenes, stories, songs, and chants without producing speech.
- 11. Use body language and gestures to illustrate meaning. Nonverbal communication is an extremely important adjunct to verbal language for students at this stage.
- 12. Model activities for students. It is important to not only give the directions for an activity, but to act out so that there is no doubt in the students’ minds about what they are supposed to do. Verbal instructions without cues may be difficult for students to follow.
- 13. Check comprehension frequently to find out who may have been left behind and needs some help catching up.
- 14. Do not talk louder than necessary. It sounds angry and does not increase comprehension.

Level 2: NEP – Receptive English Stage

1. Carry on the types of activities used with Level 1 students, but allot a certain amount of time for speaking activities. These may include:
 - a. Teaching the student to produce nouns, verbs, and adjectives that refer to familiar concrete objects and actions, such as drink, give, book, milk, big, and yellow. Try to teach such words in context, rather than as isolated items.
 - b. Asking who, what, and yes-no questions about actions and objects that the child can see.
 - c. Conducting role playing activities that use the vocabulary and verbal routines that have been selected for teaching.
2. Don't worry about correct grammar at this stage and don't make children correct their grammatical errors, since this only embarrasses the student who is just beginning to speak English. Instead, give the grammatical version of the student's sentence without asking the student to repeat it. This is what most parents do when their children are learning to speak their first language.
3. For the present, accept gestures and words in the student's native language (in place of English language words) but give the grammatical version of such sentences with no indication of disapproval and without asking the student to repeat the sentences. Students at this level learn grammar best through listening to native English speech in real conversations, not by being corrected.
4. Continue using strategies from the Non-English Proficiency Stage
5. Ask yes/no questions
Describe the question (Is this dress blue?)
Predict questions (Will there be a horse on the next page?)
Generalizations (Does the sun ever shine at night?)
6. Ask choice questions with the answer in the question (Do you like cats or dogs?)
7. Ask WH questions that require one-word answers (What color is this flower?)

Level 3: LEP – Survival English Stage

1. Carry on the types of activities used with Level 2 students, but spend more time on speaking activities than on listening comprehensive activities.
2. Teach a content activity that is easily demonstrated, such as growing plants; caring for animals; making Valentines, flowers, airplanes, greeting cards, etc., where the accompanying

verbal explanation is in sentences with simple tenses and concrete visual references. Use the activity as a motivation to encourage the student to speak.

3. Conduct storytelling activities with heavy use of visuals. Ask the student “how”, “why”, and “what happened then” questions where they may use visuals to answer questions.
4. Use role-playing activities and communication games where the students receive speaking practice and have an opportunity to make up some of the dialogue on their own.
5. It is best if teachers refrain from correcting the grammatical errors that Level 3 child make. It is better to repeat the grammatically correct sentence after the student in a gentle manner than to ask the student for a repetition of it. Level 3 students, like Level 2 students, benefit most by hearing native English speakers communicate. Since Level 3 students are beginning to use English to communicate their own ideas and opinions, it is essential for teachers to respond to the students’ ideas and opinions, rather than to focus on the grammatical errors.
6. Continue to use highly conceptualized lessons so that students understand what the subject matter is all about.
7. Introduce key vocabulary items through songs, chants, stories, and hands-on demonstrations.
8. Model correct sentence structures.
9. Model correct grammar.
10. Model correct pronunciation.
11. Provide students with positive role models. Group them with peers at a more advanced stage and with children who are English language speakers.

Level 4: Developing Fluency Stage

Subject matter can be successfully taught in English to Level 4 students; however, when the students are communicating what they have learned, they will still make certain grammatical errors. Disregard the error, as they will disappear when the student reaches English proficiency.

1. Strategies from the third stage such as modeling are still very important.
2. “Shelter” new content area concepts and vocabulary by using visual aids, music, chants, etc., to introduce them. Realize that even though students can do an excellent job in understanding and talking about one topic, they may need a lot of support in talking about another seemingly simple topic.
3. Ask critical thinking questions. Encourage students to ask and answer questions that start with the words “why” and “how.”

Credits:

I wish to thank Mrs. Bettie Bertram, Upper Adams School District and Mrs. Marcia Kile, Lincoln Intermediate Unit No. 12 for their willingness to share components from their ESL programs.

Additional Credits:

English as a Second Language/Dialect Resource Book for K-12, Province of British Columbia Ministry of Education.

Bilingual Syntax Measure Technical Handbook, The Psychological Corporation, Harcourt, Brace, and Jovanovich; 1980

Cummings, J. Empowering Minority Students. California Association for Bilingual Education, 1989.