Teaching ESOL Students in the General Education Classroom

Special Area: ESL/Administration
Grade level(s) served: K-3
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I. ABSTRACT
In classrooms across America, teachers are presented with a growing population of students for whom English is not their first language. This presentation is designed to provide teachers with concrete strategies to teach students acquiring English as their second language. We will also explain the stages of second language acquisition so that educators will understand the unique circumstances their students are facing and be better prepared to work with them in the classroom. This unit is applicable to any Core Knowledge topic at the primary level.

II. OVERVIEW
A. This unit will provide teachers with strategies to use in all areas of the Core Knowledge Sequence to support the Foundation’s philosophy of “an inclusive, rather than divisive, multiculturalism.” (Core Knowledge Sequence, page 3).

III. RESOURCES
B. Harvey, S. & Goudvis, A. Strategies That Work: Teaching Comprehension to Enhance Understanding. Stenhouse Publishers, 2000

IV. PRESENTATION OUTLINE
A. What is ESOL?
B. What is LEP?
   1. Definition given by No Child Left Behind Act of 200
   2. Attributes of this group
C. Do young children learn English faster than adults?
   1. Language transfer
   2. BICS and CALP (Appendix B)
C. What are the stages of acquiring a second language? (Appendix C)
   1. Preproduction
   2. Early Production
   3. Speech Emergence
   4. Intermediate Fluency
   5. Continued Language Development
D. What can I expect from my students while they are acquiring English?
   1. Movement between stages
   2. Varying production abilities
   3. Affective Filter
   4. Strategies to help facilitate understanding (Appendix D)
E. What can I do to include my students in the learning process? (Appendix E)
1. Structured and Predictable Environment
   a. Routines
   b. Model what is expected
2. Accept Students’ Cultures
   a. Opportunities to share about themselves
   b. Multicultural literature, music, and other fine arts
3. Visual aids
4. Total Physical Response (TPR)
5. Simplify Language
6. Access Prior Knowledge
7. Language Experience and Hands-on Activities
8. Print-rich Environment
9. Journal Writing
11. Cooperative Learning (Appendices F & G)
12. Outlining/Webbing/Mapping
13. Read Aloud Books
14. High Interest Easy Readers
15. Teach and Encourage Use of Thinking Skills
16. Differentiated Assessments

V. HANDOUTS/WORKSHEET
A. Appendix A - Definition of LEP
B. Appendix B - Glossary of Terms
C. Appendix C – BICS and CALP
D. Appendix D - Stages of Second Language Acquisition
E. Appendix E - Elements of Teaching in a Diverse Classroom
F. Appendix F – Including ESOL Students in the Classroom
G. Appendix G – Basic Cooperative Learning Components
H. Appendix H – Cooperative Learning Techniques
I. Appendix I – Resources for Teachers
J. Appendix J – Using Technology with ESOL Students

VI. BIBLIOGRAPHY
A. Department of Instructional Services, FCPS. *ESL Students in the Elementary Classroom: A Teacher Handbook.* Fairfax County, VA; 1997.
Glossary of Terms

**Acculturation** is the process of adapting to a new culture. It involves developing and understanding a new pattern of thoughts and beliefs. It also involves learning a new system of communication. Acculturation can be a long process and differs from student to student depending on personality, the family’s reason for leaving the home country, and the amount of comfort in the new culture.

**Arrested Language Development** may occur when young children who have not fully developed first language skills are immersed in English-only academic environments. In this situation, first language skills begin to diminish before mastery of the second language; therefore, the student appears delayed in both languages.

**BICS (Basic Interpersonal Communication Skills)** that represent the initial conversational language produced and understood by second language learners. Research shows that it may take up to three years for a limited-English-proficient student to acquire BICS. The language-learning continuum leads from survival and social language (BICS) to the complex academic language needed for school success (see CALP).

**CALP (Cognitive Academic Language Proficiency)** is the kind of complex, academic language that is needed for success in school. It can take from five to ten years to develop this level and type of proficiency depending on variables specific to the individual learner. CALP is needed to perform the higher-level thinking skills delineated in Bloom’s taxonomy such as analysis, synthesis, and evaluation.

**Code Switching** is a stage in the second language acquisition process in which learners use words from both the first and second language while writing or speaking. This term is also known as language mixing.

**English Language Proficiency** is a composite of listening, speaking, reading and writing skills.

**English for Speakers of Other Languages (ESOL)** Program is designed to meet the needs of identified language minority students to develop their English language proficiency skills in order to function successfully in the classroom. Program models include both pullout and in-classroom support. Students who exit the ESOL program may require additional academic support to succeed in the classroom as they continue to develop their cognitive academic language proficiency (CALP).

**Home Language (L1)** is the language spoken in the home by family members or caregivers; it is sometimes referred to as native, heritage, or home language.

**Language Minority Student** is a student who has a language other than or in addition to English in his or her background. This may include a student who was born in this country but whose parents or primary caregivers speak another language, a bilingual student, a student currently receiving ESOL services, a student who has exited the ESOL program, or a student who has never received ESOL services. Language minority students may also be referred to as culturally and linguistically diverse (CLD) students.
**Limited English Proficient (LEP)** refers to a student whose language is a language other than English, comes from an environment where a language other than English is dominant, and has sufficient difficulty speaking, reading, writing, or understanding the English language to be found eligible for ESOL services.

**Silent Period** is a period of time during which the LEP student may not speak when in an environment where only the new language is spoken. The length of the silent period varies from individual to individual and corresponds to the period when students internalize the new language system. It is not unusual for a student to remain silent up to six months. During this time, students are beginning to make connections between the first language and the new language. Students are acquiring an understanding of the new language (receptive language) but are not yet beginning to communicate orally (expressive language).
APPENDIX B
Language Proficiency

Types

BICS

Basic
Interpersonal
Communication
Skills

CALP

Cognitive
Academic
Language
Proficiency
## Stages of Second Language Acquisition

<table>
<thead>
<tr>
<th>Preproduction</th>
<th>Early Production</th>
<th>Speech Emergence</th>
<th>Intermediate Fluency</th>
<th>Continued Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 hours to 6 months</td>
<td>An additional 6 months</td>
<td>An additional 1 year</td>
<td>An additional 1 year</td>
<td>5 to 7 years</td>
</tr>
<tr>
<td>500 receptive words</td>
<td>1000 receptive/active words</td>
<td>3000 active words</td>
<td>6000 active words</td>
<td>Content Area Vocabulary</td>
</tr>
</tbody>
</table>

### A teacher can expect a student to:

- **Preproduction**
  - Point to item/picture or person
  - Perform an act
  - Gesture or nod
  - Say yes or no
  - Internalize new language

- **Early Production**
  - Answer with yes or no
  - Answer questions with one word
  - Use two words
  - Use repetitive language patterns
  - Begin to verbalize while still internalizing English

- **Speech Emergence**
  - Use 3+ words and short phrases
  - Use beginning dialog
  - Use full simple sentences

- **Intermediate Fluency**
  - Use complex statements
  - State opinions
  - Speak at length
  - Ask for clarification
  - Share original thoughts

- **Continued Language Development**
  - Participate fully in grade level classroom activities with support for comprehension and use of academic language
  - Need support in filling gaps in cultural and/or background knowledge

### Suggested Activities

- **Preproduction**
  - Visual aids and gestures
  - Oral and written key word emphasis
  - Oral production is not forced
  - Journal writing using pictures, native language, or English

- **Early Production**
  - Language experience
  - Role playing/Choruses
  - Journal writing
  - Picture cards
  - Reading and writing conferences with support from teachers and peers

- **Speech Emergence**
  - Writing process and conferences
  - Journals (content and personal)
  - Creating charts, graphs, tables
  - Book talks with peers
  - Basic report outline/webbing
  - Writing basic Paragraphs
  - Stating predictions

- **Intermediate Fluency**
  - Paraphrasing
  - Outlining/webbing/mapping
  - Oral discussions/debates
  - Compare/contrast
  - Journals
  - Reading a variety of genres
  - Group panels
  - Analyzing/interpreting data

### A second language learner does not stay in a particular stage. Given the writing, vocabulary and prior knowledge of the subject matter, a student's English language proficiency will naturally flow from one stage to another.


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2005 Core Knowledge® National Conference, Teaching ESOL Students in the General Ed Classroom, ESL
APPENDIX D

Elements of Teaching in a Diverse Classroom

Create a Supportive Classroom Environment

- Establish clear norms of acceptable conduct, especially regarding prejudice and cultural respect.
- Maintain an organized, colorful environment that helps to minimize the confusion of a recently arrived immigrant student.
- Create a print-rich environment. Put lots of pictures on your wall.
- Every object in your class is a tool for learning. Label it all.

Build and Access Background Knowledge

- Pre-teach key vocabulary in varied way. Try some games
- Teach to and from your student’s lives
- PICTURES, PICTURES, PICTURES!

Provide Scaffolding into the Curriculum Content

- Provide resources related to the content your teaching at varied reading levels.
- Provide photos, music, and films related to the content.
- TEACH, RETEACH, EXPAND AND RETURN

Bring the World to Your Classroom

- Validate the students’ experiences and culture by including diverse literature, music, and other fine arts.
- Use the curriculum to explore cultural, national, international and global perspectives
APPENDIX E

INCLUDING ESOL STUDENTS IN THE GENERAL ED CLASSROOM

- Language Experience
- Access Prior Knowledge
- Differentiated Assessments
- Webbing/Mapping
- Visual Aids
- Journal Writing
- Print-rich Environment
- Thinking Skills
- Simplify Language
- High Interest Easy Readers
APPENDIX F

ELEMENTS OF COOPERATIVE LEARNING

1. POSITIVE INTERDEPENDENCE
   Members depend on each other for success
   - Divide responsibilities
   - Share materials
   - Group reward

2. FACE-TO-FACE INTERACTION
   Members must talk to each other in order to complete task
   - Ensure communication
   - Verbal exchange is important

3. INDIVIDUAL ACCOUNTABILITY
   Individuals are responsible for learning
   - Assign roles
   - Individual grades combine for group score

4. COOPERATIVE SKILLS
   Skills needed for cooperation must be modeled
   - Asking questions
   - Supporting
   - Encouraging
   - Elaborating
   - Justifying

5. GROUP PROCESSING
   Time for reflection
   - Report from observer
   - Group assesses success
APPENDIX G

COOPERATIVE LEARNING TECHNIQUES

Think-Pair-Share – a multi-mode strategy developed to encourage student participation in the classroom.

1. Students listen while the teacher poses a question
2. Students are given time in which to think of a response.
3. Students are sometimes cued to pair with a neighbor and discuss their responses.
4. Finally, students are invited to share their responses with the whole group.

Numbered Heads Together – a technique to keep all students involved in the learning process.

1. Students number off
2. Teacher announces a question and a time limit
3. Students put their heads together to make sure everyone agrees upon an answer
4. Teacher calls a number at random
5. Students from each group with that number answers the question, and the teacher recognizes the correct answer
APPENDIX H

6.

RESOURCES FOR TEACHERS


APPENDIX I

USING TECHNOLOGY WITH ESOL STUDENTS

Online Resources

Activities for ESL
Interactive activities for all ELL students. This site includes quizzes and crossword puzzles. May be better matched with older ESOL students.
http://a4esl.org

Center for Applied Linguistics
CAL is a private, non-profit organization: a group of scholars and educators who use the findings of linguistics and related sciences in identifying and addressing language-related problems. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation, and policy analysis.
http://www.cal.org

Dave’s ESL Café
The Internet’s meeting place for ESL and EFL teachers and students from around the world. This site includes lessons for teachers and explanations of idoms and words for students. Caution: some may NOT be appropriate for younger students.
http://www.eslcafe.com

ELL resources from Web English
Large quantity of links and resources for all areas of English.
http://www.webenglishteacher.com/esl.html

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs
This clearinghouse is authorized to collect, analyze, synthesize, and disseminate information about language instruction educational programs for limited English proficient children, and related programs. Priority is given to information on academic content and English proficiency assessments and accountability systems.
http://www.nceла.gwu.edu

NEARStar
This It is an interactive, web-based multimedia supplemental reading program designed for students who are in the beginning stages of both reading and oral language development.
www.NEARStar.org

Software Titles

Inspiration – integrates diagramming and outlining views which work together to help students comprehend concepts and information
Inspiration; 7.5; Inspiration; Oregon

Kidspiration – provides an easy way for students to build graphic organizers by combining pictures, text, and spoken words to represent thoughts and information
Kidspiration 2; Inspiration; Oregon
**Let’s Go** – designed to teach young learners phonics, vocabulary, and grammar through songs, games, conversations, and a wide variety of engaging exercises. 
Let’s Go; Dyn Ed; Oxford Press.

**StoryBook Weaver** – inspires K-5 students to author and illustrate their own multimedia stories. It includes a library of story starters and thousands of multicultural images. Students may hear their stories read back to them in English or Spanish. 
StoryBook Weaver; MECC; Minneapolis, MN.

**Usborne’s First 1,000 Words** – a fun-to-use vocabulary-building tool that introduces pre- and beginning readers to 1000 common words in English and Spanish through interactive games. 
Usborne’s First 1,000 Words; Scholastic.