

Supporting ESL Students in Activity Classes

Thursday, September 22, 2022

Supporting ESL Students

In Activity Classes

1. Language Levels
 2. Scaffolds
 3. Other Notes and Reminders
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Language Levels

Different Levels of English

- Students take the ELPA21 to determine their language skills in listening, speaking, reading, and writing
 - Emerging
 - Progressing
 - Proficient

- *HOWEVER - Regardless of level of English, each student is unique. We have to develop relationships with each student.*

Emerging English Language Learners

- An “emerging” score means they scored 1s and 2s in all domains
- What can an “emerging” ELL do?
 - Point, draw, listen, act out
 - Speak in single words or phrases
 - Respond to short conversations
 - Follow simple directions
 - Answer yes/no questions
 - Working towards understanding wh- questions

Emerging English Language Learners

| Emerging | Low Progressing |
|--|--|
| <ul style="list-style-type: none">● Carlson Kamram● Minna Chen● Rayyan Abdul● Vihaan Bellamkonda● Ronnie Clement● Santiago Perez Ramos● Rosario Munda● Pratyaksha “Pihu” Tiwari | <ul style="list-style-type: none">● Neel Majumdar● Elisa Pombo● Ananya Mallavarapu● Maria Jewel● Priscila Magallanes Benitez● Sai Saketh Elisala● Rohan Crafford |

List of ESL students to be aware of (This is NOT all of our students)

What is a newcomer?

- A newcomer is a student that is new to the country.
- Their English development can vary.
 - Did they take English classes in their home country?
 - Do their parents know/use English?
 - Is this their first time hearing English?
- In addition to a new language, the culture may be new too.
 - For some newcomers, there is A LOT of new - the large school building, the way we communicate and look each other in the eyes, etc.
- Currently, none of our students are considered newcomers. But there are some that have been here a short amount of time!

Stages of Oral Language Acquisition

- 1. Preproduction:** *(0 to 6 months)*
 - minimal comprehension
 - emphasis is on listening
 - silent period
- 2. Early Production:** *(6 months to 1 year)*
 - limited comprehension
 - only 1-2 word or short-phrased responses
- 3. Speech Emergence:** *(1 to 3 years)*
 - good comprehension yet limited vocabulary (mainly in the present tense)
 - grammar and pronunciation errors while speaking
- 4. Intermediate Fluency:** *(3 to 5 years)*
 - speak in near native levels of speech, having few grammatical errors
- 5. Fluency**


Scaffolds for Supporting ESL Students

For emerging students...

- Give them a buddy
 - It's okay if they are copying!
- Increase wait time
- Let students observe
- Honor their “silent period” without forcing speech




The **POWER** of WAIT TIME


 @ValentinnaESL


Why Should I WAIT?


WAIT 1:
The time between asking the question and the answer.


WAIT 2:
The time after the student answers the question. This wait time allows for an extended response.

? →  Students need to listen to the question.

 Students may need time to build up courage for responding.

 Students need to process what they've heard.

 Students may need to translate from one language to another.
Native Language

 Students raise their hand in an effort to be heard.

Giving Directions

- Use simple and short language
- Be very specific
- Give 1-2 step(s) at a time
- Check for understanding
- Repetition
 - They may need to hear you say it again
 - This is on their LPAC!



Model

- Be explicit - with everything.
 - Procedures and routines
 - How to complete a task
 - What tools do they need?
- Teacher and/or students should model
 - Oral directions are not enough
 - They need to SEE it
- Prepositions can be confusing



Visuals

- Use pictures, gestures, and realia whenever possible!

| | |
|------------------|--|
| group singing | |
| sing alone | |
| play instruments | |
| keyboard | |
| drums | |

My Gym Word Wall

| | | | |
|---------------------|---------------------|------------------|-------------------------|
| slide | seesaw | swing | hula hoop |
| trampoline | jump rope | ball | mat |
| to lift weights | to do a pull-up | to throw | to do jumping jacks |
| to stretch | to balance | to jump rope | to do yoga |



| Library Rules | |
|---------------|-----------------------------|
| | Ready Quietly |
| | Take Care of Books |
| | Use A Bookmark |
| | Return Books On Time |

| | |
|----------------|--|
| in | |
| on | |
| next to beside | |
| under | |

| | |
|--------|-------------|
| book | MORE than 1 |
| books | books |
| marker | markers |
| cube | cubes |
| girl | girls |
| boy | boys |
| ball | balls |

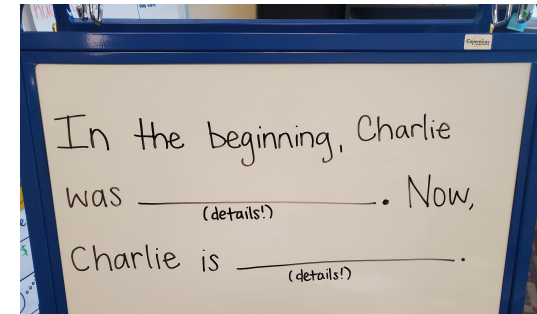
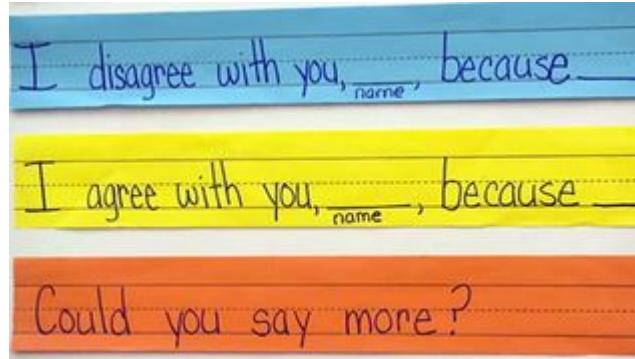
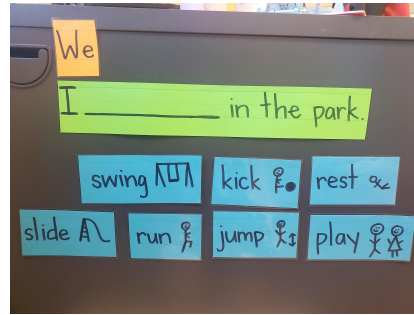
Story Elements

| | |
|--|---|
| Characters the people (animals or things) in a story | Setting where and when a story takes place |
| Problem What goes wrong in a story, the challenge | Solution How the problem is fixed or solved |

Example: **LOST DOG**

Sentence Starters and Frames

- Use them!
- They need good speaking/writing models
- Sometimes students need help getting started



Student Talk (Don't do all the talking!)

- My turn/your turn (echo)
- Chants or songs
- Talk to peers
 - We can give ideas for structured talk routines
- Say it before they write it
- What if they aren't talking?
 - Silent period? Observing? Sentence starter? Speak to friend in native language?



LPAC Decision for Instructional Scaffolding

Classroom teachers should consult the English Language Proficiency standards to determine appropriate scaffolds to help a student meet the expectations of the Arkansas State Frameworks.

Bolded scaffolds are required. The LPAC team may indicate other required scaffolds by checking the adjacent box.

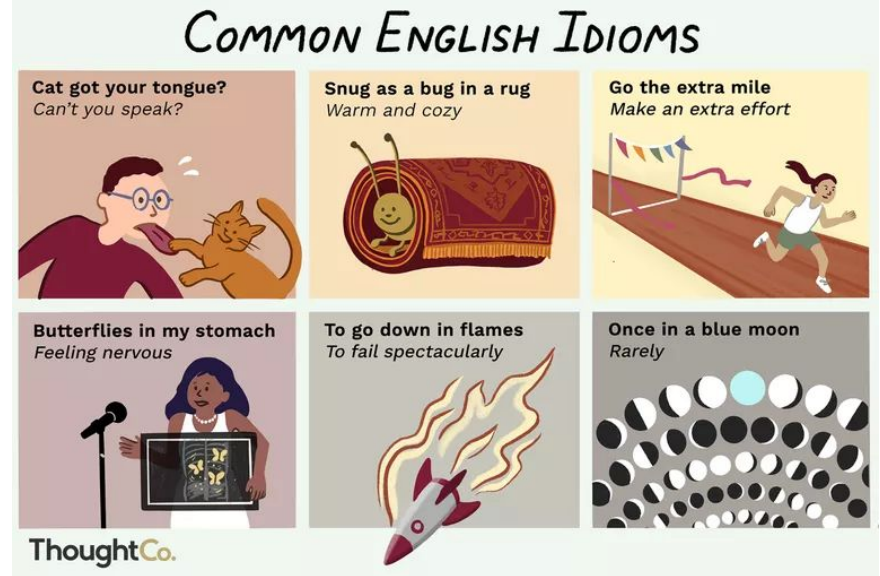
| Emerging (Levels 1 & 2) | | | | Progressing (Levels 3 & 4) | | | |
|--|----------------------------------|---|----------------------------------|---|----------------------------------|--|----------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> Reading | <input type="checkbox"/> Speaking | <input type="checkbox"/> Writing | <input type="checkbox"/> Listening | <input type="checkbox"/> Reading | <input type="checkbox"/> Speaking | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Slow down speech and simplify language | | <input type="checkbox"/> Teacher transcription of answers | | <input type="checkbox"/> Slow down speech and simplify language | | <input type="checkbox"/> Extended time for assignments | |
| <input type="checkbox"/> Frequent feedback and checking for understanding | | <input type="checkbox"/> Graphic organizers | | <input type="checkbox"/> Frequent feedback and checking for understanding | | <input type="checkbox"/> Cooperative learning | |
| <input type="checkbox"/> Visual aids | | <input type="checkbox"/> Cooperative learning | | <input type="checkbox"/> Visual aids | | <input type="checkbox"/> Manipulatives | |
| <input type="checkbox"/> Preferential seating | | <input type="checkbox"/> Manipulatives | | <input type="checkbox"/> Preferential seating | | <input type="checkbox"/> Reference materials | |
| <input type="checkbox"/> Shortened directions | | <input type="checkbox"/> Reference materials | | <input type="checkbox"/> Directions given orally | | <input type="checkbox"/> Shortened assignments | |
| <input type="checkbox"/> Repetition of directions | | <input type="checkbox"/> Shortened assignments | | <input type="checkbox"/> Small group work | | <input type="checkbox"/> Alternate assignments | |
| <input type="checkbox"/> Directions given orally | | <input type="checkbox"/> Alternate assignments | | <input type="checkbox"/> Graphic organizers | | <input type="checkbox"/> Culturally relevant examples | |
| <input type="checkbox"/> Small group work | | <input type="checkbox"/> Scaffolded assignments | | <input type="checkbox"/> Student-centered curriculum and assessment choices | | | |
| <input type="checkbox"/> Total Physical Response | | <input type="checkbox"/> Culturally relevant examples | | | | | |
| <input type="checkbox"/> Extended time on assignments | | | | | | | |
| Other scaffolds (Please list): | | | | | | | |

Scaffolds listed on back of LPAC form

Other Notes and Reminders

Idioms

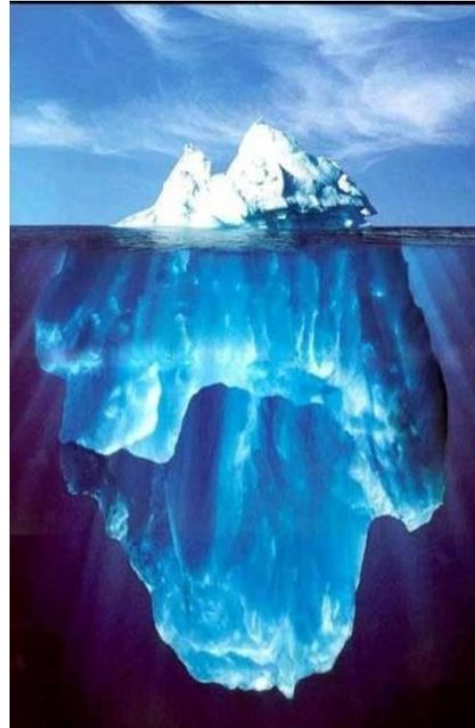
- Idioms and some phrases may not make sense
 - ex: hang on, hold your applause, piece of cake, etc.
 - They are often very literal
- Be very clear when giving directions
- Fun to learn!



Social Language and Academic Language

- “But I hear them talking! I know they understand!”
- Students can have good social language, but still struggle with academic language/topic-specific vocabulary.
 - This includes language that is specific to your activity class.

Iceberg



BICS (1-2 years)

Basic Interpersonal Communication Skills

- Surface level – Here and Now
- Familiar Content
- Face to Face Conversation
- High Frequency Vocabulary – 2000 words
- Simple Sentence Structure
- Low Pressure

CALP (5 or more years)

Cognitive Academic Language Proficiency

- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, culture, idioms, textbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency Vocabulary
- High Stakes (lots of pressure)

Reminders

- There is no one-size-fits-all approach to supporting ESL students.
 - ESL students can have other struggles, too.
 - List of ESL students to be aware of (This is NOT all of our students)
 - Contact us if you have questions or concerns about a specific student.
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Questions?