Welcome

Welcome to the English Language Learners in the Regular Education Classroom. My name is Emily Banks-Cantrell.

Slide 1 - .08 seconds

At the current time, there are approximately 832,000 thousands students in the Texas public school system who are considered ELLs. This translates to about 17% of total Texas students or 1 in 6 students. Among our ELLs, over 100 languages are represented. However, more than 90% of those are native Spanish speakers.

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The term, ELL or English Language Learners is used to refer to students who are limited English proficient in the Public Education Information Management System (PEIMS). Despite the use of the term ESL or English as a second language, English in reality may be a third, fourth or even fifth language. We define language as the system or code that speakers use including sounds, words, and grammatical patterns, oral and written. Language of course can be both in the written and oral form. One thing that is important for teachers to consider is their ELL student’s native language, for two reasons. One, a teacher can build upon language and literacy skills that a student has established in his/her native language. We know that these skills can be transferred over into learning English. Two: It’s important for teachers to understand the differences between a student’s native language and English, so that a teacher can specifically emphasize these differences which could potentially be more difficult for students to understand and master.

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We can think about language in two ways. We can think about language as being either oral or written and we can also think about language as being either receptive or expressive. Receptive refers to the language we can receive and understand. Expressive refers to the language we use ourselves to express ourselves. When we combine these two ideas together, we come up with 4 language domains. Listening refers to language we can receive in the oral form and understand. Reading refers to the language in the written form that we can comprehend. Speaking refers to language that we use to express ourselves in the oral form and writing refers to language that we use to express ourselves in the written form. Our receptive language is usually larger than our expressive language because receptive language is easier to develop. In the same way, our oral language is usually larger than our written language because oral language is easier to develop. This means that listening is one of the easiest skills to develop and writing is one of the most difficult.
As we think about language learning, there are 6 important aspects of language to consider.
The first, phonology, refers to the sounds of language.
The second, semantics, refers to the meaning of language.
The third, morphology, refers to the structure of words and their parts.
The fourth, syntax, refers to the structure of sentences and the order in which we place words in sentences.
The fifth, pragmatics, refers to the social aspect of language.
The sixth, orthography, refers to the way we map our oral language into written form.

Let’s look more at the first aspect of language, phonology. When thinking of phonology, we often talk about phonological awareness. Phonological awareness refers to a person’s ability to distinguish and manipulate the sound of oral language. Phonological awareness is an umbrella term that encompasses several important phonological skills. Including:

- Rhyming
- Sentence Segmentation
- Syllable Segmentation and blending
- Onset/Rime Segmentation and blending
- Phoneme Segmentation and Blending otherwise known as Phonemic Awareness

From left to right, these phonological skills progress from easier to more difficult. It’s also important to note that the most difficult phonological skill, that is phonemic awareness, is also the most important for our students to develop and master.

Phoneme refers to the very smallest unit of sound in oral language. This is a critical prerequisite to becoming a proficient speaker and reader in the English language. Let’s look at some words and segment these words into phonemes. Remember, we are thinking about the smallest units of sound within each one of these words.

We’ll begin with the word cat. The phonemes in cat are /c/, /a/, /t/. Cat has 3 phonemes.

Let’s look at the next word, dog. Dog has 3 phonemes. /d/, /o/, /g/. Now let’s look at the next word, pack. How many sounds do you hear in the word pack? /p/, /a/, /k/.

Although there are 4 letters in the word pack, there are only 3 phonemes.

Let’s look at the word time. /t/, /i/, /m/. Time has only 3 phonemes. Don’t be biased by the number of letters. Remember to think about the sounds.

Let’s look at the word strap. /s/, /t/, /r/, /a/, /p/. Strap has 5 phonemes. Note that the first 3 phonemes were blended together but they still maintain their own identity and therefore still considered, unique phonemes.

Let’s look at the word lump. /l/, /u/, /m/, /p/. Lump has 4 phonemes. Although the final 2 phonemes are blended together, they are still considered distinct phonemes.

Let’s look at the word thick. /th/, /i/, /k/. Thick has 3 phonemes.

What about the word star? Star has 3 phonemes. /s/, /t/, /r/. The last sound in the word star is an r controlled vowel sound. It cannot be broken down any further.
What about the word ship? /sh/, /i/, /p/. There are 3 phonemes in the word ship.
What about the word church? /ch/, /er/, /ch/. Church has 3 phonemes.
What about the word fox? Fox has 4 phonemes. /f/, /o/, /k/, /s/. X is the only letter in the English language that actually represents 2 different phonemes, the /k/ and the /s/ sound.
Let’s think about the last word hoax. Hoax has 4 phonemes. /h/, /o/, /k/, /s/.
It is important to remember that phonemic awareness is all about the sounds, not about the letters. So don’t be biased by the letters, just consider the sounds when practicing phonemic awareness. The ability to segment phonemes is very important. It’s also the ability to blend phonemes. Let’s blend the following phonemes together to form words.
The first one is /k/, /a/, /t/. Together, those phonemes make the word cat.
/p/, /a/, /k/, Pack.
/t/, /i/, /m/, Time
/s/, /a/, /l/, /p/, Strap
/l/, /a/, /m/, /p/, Lump
/t/, /i/, /k/, Thick
/s/, /a/, /r/, Star
/sh/, /i/, /p/, Ship
/ch/, /ur/, /ch/, Church
/f/, /o/, /k/, /s/, Fox
/h/, /o/, /k/, /s/, Hoax

Again, this is an all oral task. It does not require any letters. One thing I do want to point out is that some of the phonemes in English Language are clipped phonemes which means we can’t hold the sound down like we can with the phoneme /mmmmmmm/ or /ssssssssssss/. It is important that we do not add an /uh/ to the clipped phonemes. For instance, /p/ should not be pronounced as /puh/ or /t/ should not be pronounced as /tuh/, /k/ should not be /kuh/ and /d/ should not be /duh/ and /g/ should not be /guh/. This is important because if students later attach these phonemes to letters we don’t want them to try to sound out the word pat as /puh/, /a/, /tuh/. We want them to sound it out as /p/, /a/, /t/.

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So why is phonemic awareness so important anyway? As I mentioned earlier, phonemic awareness is an absolutely critical prerequisite for proficient decoding and spelling so it’s a skill that will later transfer from the oral form to student’s written language skills. Additionally, one phoneme can completely change the meaning of a word. For instance, if you change the /d/ in dog to /f/ you get fog. If you change the /p/ in map to /t/ you get mat. If you change the /o/ in stop to /e/ you get step. One small sound can completely change the meaning of a word. In English we have 44 different phonemes. Please take a moment to pause this presentation and view this short video that demonstrates the 44 different phonemes in the English language. When you have finished, please return to this presentation. The next consideration is how we can build upon a student’s native language phonological and phonemic awareness skills when building their phonological and phonemic awareness in English.
Because Spanish is one of the most prevalent languages spoken by our ELL students let’s compare the sounds of English phonology with Spanish phonology. While English has 14 different vowel sounds, Spanish only has 5 different vowel sounds. Therefore, a potential area of difficulty for ELL students, whose native language is Spanish, lies in differentiating in vowel phonemes such as in the words seat and sit. The English /e/ and /i/ phonemes do not appear in Spanish phonology and therefore could be problematic for native Spanish speakers. These differences cannot only cause difficulty in pronunciation but could also be potential areas of difficulty in reading, particularly decoding and spelling.

There are other English sounds that are also not part of Spanish phonology. Some of those vowel sounds include ou, au, and oo. Consonant sounds sh, th, and wh. Consonant blend sounds including sl, sm, sts, scr, spr, and str. The sounds qu and sk in the initial position. The sound ng in the final position. The ending sound d, t, or id and the ending sounds ps and ts.

It is important for a teacher to be aware of these differences between the English and Spanish phonology as ELL students who are native Spanish speakers may need more instruction and help with these particular phonemes.

For instance, one thing you might do, when practicing phonemic awareness, is to show students how to make those sounds which could be especially difficult. For instance, you might say, “To make the sound for /sh/ in ship, pronounce it like the Spanish /sh/ by letting air out between your teeth. Notice you can stretch the /sh/ sound until you run out of air. But, to make the sound /ch/ in chip, you touch the top of your mouth with your tongue and let the air out with a little explosion. Notice how you cannot stretch that sound.” Explicitly pointing out these similarities and differences between native language phonemes and English phonemes can be especially helpful. You might even include mirrors for students to look at as they pronounce the different phonemes.

Another potential area of difficulty, in phonology, for native Spanish speakers, lies with the s suffix we add to words to indicate plurality or third person. The s suffix can actually be pronounced as /z/, /s/, /iz/ or /is/. It depends upon the final sound of the base word that we attach the s suffix to. If the final sound of the base word is a voiced sound, that means that we actually activate our vocal cords and can feel them vibrating in our throats, when we make that sound, then the voiceness carries over to the s suffix and makes its voiced cognate sound which is /z/. You can see example words in which the s suffix is actually pronounced /z/ because the voiceness carries over. For instance, in the word caves, loves, jams, and slams. Going over this rule along with the examples with students explicitly can help them understand how to pronounce the final, s suffix. The s suffix is unvoiced and says /s/ when it comes after an unvoiced sound in a base word. For instance, when s follows the unvoiced /p/ sound the s stays
unvoiced and says /s/ like in caps and stops. And finally, the s suffix can say /iz/ or /is/ when it comes after the s, ch or sh such as in glasses, matches, and dishes.

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Another potential area of difficulty for native Spanish speakers lies in distinguishing the ways to pronounce the ed suffix to indicate past tense in verbs. ed can be pronounced as /d/, /t/ or /id/. ed is pronounced as /d/ when it comes after a voiced sound in the base word like in mobbed or begged. ed says the unvoiced cognizant sound of /d/ which is /t/ when it comes after an unvoiced sound in the base word such as stopped or asked. And finally, ed is pronounced as /id/ when it comes after the /t/ or /d/ sound such as in rented and landed.

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You may also notice that your native Spanish speaking ELL students may leave out word endings when saying or spelling a word. For example, they may say restauran instead of restaurant or end instead of ended. Because this is another potential area of difficulty, it would be extremely important to practice phonemic awareness with final sounds and phonemes with native Spanish speaking students who display this sort of characteristic.

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Another potential area of difficulty and confusion for both native English speaking students and ELL students alike, is distinguishing between English phoneme cognates. English phoneme cognates are phonemes with the exact same mouth position and the only difference is the activation of the vocal cords or not. For instance, when you say the phoneme /ch/, your vocal cords are not activated, your only using air to produce the sound, however, if you keep your mouth in the exact same position and just activate your vocal cords, you get the sounds /j/. Try it with the unvoiced phoneme /t/. Keep the same mouth position and just put your voice into it. Activate your vocal cords so you can feel them vibrating in your throat when you put your hand to your throat. You should get the phoneme /d/. You should get the same thing with /f/. Activate the vocal cords and get /v/. /k/ and /g/. /p/ and /b/. /s/ and /z/. /sh/ and /zh/ as in the word mother. These are all the cognates in the English phonology and therefore, if you see students who substitute these phonemes, either in their pronunciation or in their spelling, they may need more practice distinguishing between unvoiced and voiced sounds.

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So how can you help students build their phonemic awareness? First you can provide your ELL students with plenty of opportunities to practice detecting, blending, segmenting and manipulating the phonemes of the English language. Remember to connect the phonemic awareness skills they have developed in their native language and also especially emphasize those differences could be problematic. Take a minute to pause this presentation and watch another short video of a teacher leading a phonemic awareness lesson with a class of native and second English language speakers. When you are finished, return to this presentation.
Here are some activities or questions you could ask your students to help them develop their phonemic awareness skills. You might ask them to isolate the sounds in a word. For instance, what is the first sound in the word dog? Note that manipulating the initial sound in words is easiest. Manipulating the final sound in words is next easiest and manipulating the medial sounds, that is any sound that comes in between the first and the last is the most difficult phonemic awareness task. You might also ask students to identify what sound is the same in two words. For instance, tap and ten. You might ask them to blend sounds together. This is what students must do when they begin to blend words together. For instance, what word is /ml, /al, /lt/? You might ask them to segment sounds and words. For instance, how many sounds are in the word big? Three. /bl, /l, /g/. This is what students must do when they begin to spell words. You can also ask them to delete sounds. For instance, say snow without /s/, or you may ask them to add /s/ to the beginning of lip, slip or change /l/ in lip to /s/ slip. Notice in all these questions I did not refer to letters, only sounds.

Here’s an example of a say it and move it activity which incorporates manipulative into building phonemic awareness. These manipulative add both a visual and a kinesthetic sense to what is an auditory task. For instance, you might tell the students that each block represents a sound. The first block represents the /k/ sound. The second block represents the /a/ sound and the third block represents the /t/ sound. Students move their finger across the arrow and blend those sounds together they get the word cat. Let’s try it with 4 phonemes. The first block represents the /s/, the second block represents the /t/, the third block represents /a/ and the fourth block represents /p/. Blend those sounds together left to right, /s/, /t/, /a/, /p/, stop. Let’s try it with 5 phonemes. The first block represents /s/, the second block represents /t/, the third block represents /r/, /a/, /p/. Blend those sounds together left to right, /s/, /t/, /r/, /a/, /p/. Strap. Of course, the more phonemes the more difficult the task. You can download a template for the Say it Move it task at the link you see in the bottom right corner of your screen.

Pretty soon after students begin to understand the phonemes of the English language, you want to begin to connect those phonemes to the letters of the English language. One way you can do this is by playing word games. For instance, how do you change a cat into a dog? Beginning with cat, change one phoneme or letter at a time. If you change the /a/ to an /o/, you get cot. If you change the /t/ to a /g/ you get cog and if you change the /c/ to a /d/ you get dog and that’s how you change a cat into a dog.

Let’s try another. Can you change a pin into a bat? Try this one yourself. There are at least 2 routes you might have taken to get from pin to bat. Pin to pit to bit to bat or pin to pan to pat to pat to bat. Activities such as this allow students to see how phonemes connect to letters.
One last one. Can you change a box into a leg? Try this one. Again, there are multiple routes for getting from box to let. Change the x to a g and you get bog. Change the o to an e and you get beg. Change the b to an l and you get leg. Or, change the /b/ to /l/ and you get lox. Change an x to a g and you get log and change the o to an e and you get leg.

In addition to learning about the sounds of language, students also need to learn about the meaning of language or semantics. When we talk about semantics we usually are thinking about developing a student’s vocabulary and remember vocabulary can be both receptive, that is the vocabulary you can receive and understand as well as expressive. That is the vocabulary you use to express yourself. A good starting point is with developing a listening comprehension and oral language. Most important is to remember interaction is key to developing listening comprehension and oral language. This includes, an understanding that a simple word, like key, can actually mean very important, something that unlocks a door or a lock, something that is part of a piano or something that is part of a computer keyboard.

As I mentioned previously, one of the best ways to build a student’s oral language is through interactive experiences. This includes reading books to students, engaging students in meaningful conversations and asking questions that go beyond a simple yes or no answer. It’s important to realize that watching TV, even the best of educational programs, does not increase oral language.

I’m going to describe to you, 4 short, quick activities that can be utilized to effectively build a student’s oral language including naming, describing, retelling and questioning.

In a naming activity, students rapidly name things related to the chosen lesson or passage topic. For instance, if you are going to read a passage about cars or travel, to your students, you might begin by asking your students to name things you think of when you think of cars. This should be done rapidly so that students do not have to raise their hands and wait to be called on. Students then are asked to rapidly name things related to the topic by categories. For instance, name manufacturers of cars. Name models of cars, name parts of a car, name parts that are necessary, name parts that are optional. This helps to develop a student’s schema of items related to the topic. The next step in naming is to ask students to rank words related to the topic. For instance, rank cars by size. Rank cars by luxury. And the last part of the naming activity is to ask students to generate multiple meanings of a word related to the topic. For instance, “When I think of cars, I think of the word make. What are different meanings of make?” It could mean to build, like to make a car. It could mean a module of a car. It could mean to earn, such as make money. Or to prepare, such as to make dinner. Or to formulate, such as to make a plan. Again, remember the naming activity should be rapid and oral. Do not neglect to think of what could be
seemingly simple words that actually have many different meanings. It’s these words that could especially be difficult for an English language learner.

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The next part of the oral language and listening oral development lesson is to ask students to describe two or three objects related to the topic. You may bring in the actual objects to your classroom or pictures of the object. Students are to name the object, name categories the object belongs in, name the functions of the object, name its color, size and shape and compare it to another object using a simile or a metaphor.

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Going with a cars theme, you might show your students the picture of a race car and the picture of a jeep.

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The students can describe the car using a hierarchy such as the one you see here. Name the object. Name the category the object belongs in. Name the function of the object. Name it’s color, size and shape. You might also provide students with a template for comparing the two objects. For instance, “Let’s compare the race car to the jeep. The race car is blank, blank and blank than the jeep.” They could say the race car is faster, smaller and more expensive than the jeep. Then, “The jeep is blank, blank and blank than the race car.” They might say the jeep is bigger, more fun and more useful than the race car.

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As you then read a passage related to the topic, aloud to the students, you can display simple pictures that mark the actions, events or key points from the passage. After students listen to you read the passage, they will then generate interesting words they hear in the passage and then they will take turns retelling the passage using the pictures you displayed as prompts. They should incorporate the interesting words they heard into their retelling.

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For instance, if you read this passage, about cars and travel to your students here are some of the items you might display as you read.

“We see cars everywhere we go. Can you imagine a world without any cars? Cars have been around for only about a hundred years.” At that point, you would write 100 on the board.

“Before cars were invented, people traveled by horse or by a carriage or wagon pulled by horse. Travel was very slow.” At that point, you could draw a wagon.
“At one time, cars were a rare sight on the city streets. Cars were expensive. Most people could not afford them.” At that point you could draw several dollar signs on the board.

“It took a long time to make a car. There were so many parts to put together. It took a few people many, many hours to put a car together, so there were not many cars available.” At that point, you could draw 4 clocks.

“A man named Henry Ford came up with an idea to make cars low cost and faster to make. His idea was known as an assembly line.” At that point you could draw a line.

“To assemble a car, many workers stood in a line. Each worker was responsible for putting on only one part of a car. As a car moved down the line of workers, each worker put on their one part.” At this point you could draw the number one.

“With more workers and each worker responsible for putting on only one part repeatedly, more cars were made in a shorter period of time.” At this point, you could draw one clock.

“All of the cars were similar, with the same parts and colors, and less expensive.” At this point you could draw just two dollar signs.

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These are the pictures students would then have left on the board after you have read the passage. These pictures will prompt students to retell each of the most important parts from the passage in the correct order. Some of the interesting words they may have heard from the passage may include assembly line and Henry Ford which they should also try to use in their retelling. Can you try to retell the passage I just read using these prompts as clues?

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Here’s a rubric that can be used to assist and monitor student’s oral language in listen and comprehension. This rubric can give a little more detail as to where students might be having difficulty in re-telling. You can access this re-telling rubric at the link at the bottom left corner of your screen.

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Finally, after students have retold the passage the teacher should then ask both literal and inferential or simple and complex questions about the passage to confirm their listening comprehension. Some of the questions include:
How long have cars been around?
What did people do before they had cars?
Why were there few cars when they were first invented?
Describe the assembly line.
How would your life be different without cars?
Another way to build your student’s vocabulary is to choose 3 words from a book that you’re going to read for rich vocabulary instruction. I will illustrate my example with a book of A Pocket for Corduroy by Don Freeman. The words that we will use from this book for vocabulary instruction are reluctant, drowsy and desperately. You begin by first reading the book aloud to the students before vocabulary instruction begins.

After reading, you go back to see how each word is used in the context of the story. “Lisa was reluctant to leave the Laundromat without Corduroy.”

The students repeat the word to establish phonological representation. Say the word with me, “reluctant”.

A student-friendly definition that is not a dictionary definition is given. A student-friendly definition uses everyday language and incorporates an example that would be familiar to the students. For instance, the dictionary definition of reluctant would be holding back; adverse, unwilling. Students are much more likely to understand the student friendly definition. Reluctant means you are not sure you want to do something.

Then you present other examples of how words might be used in other contexts. For example: Someone might be reluctant to eat a food they have never had before or Someone might be reluctant to ride on a roller-coaster because it looks scary.

Then, students provide their own examples of how the word could be used. For example: “I would be reluctant to spend 3 weeks at camp away from my family” or “I would be reluctant to try out for the soccer team because I may not make the team”. “I would be reluctant to change a baby’s diaper because it could be messy”.

And finally, the students echo the word once again. Say the word with me, reluctant.
Word profiles are a good way to reinforce language comprehension skills as well as decoding skills. Let’s complete a word profile for the word bark. Pause this presentation and see if you can complete this word profile for the word bark. When you are finished, return to this presentation. The number of phonemes in the word bark are 3. /b/, /ar/, /k/. The number of letters in bark are 4. The graphemes in the word bark are 3. The b represents the /b/ sound, the ar represents the /r/ phoneme and the k represents the /k/ phoneme. The number of morphemes is 1. There is only 1 unit of meaning in the word bark. The rime pattern for bark is ark. Ark is what enables bark to rime with lark and mark. Other words that contain the rime are park, spark, shark, and lark. The syllable type in the word bark is a vowel-r syllable. A vowel r syllable makes an unexpected vowel sound. Derivatives using the base word bark are barks, barked, barking and barker. One definition of the word bark is a dog’s sound. Other meanings of the word bark include to shout or the outer covering of a tree. Synonyms for the word bark include woof, yap, snarl, skin, and cover. Some figurative expressions that use the word bark include, bark worse than bite and barking up the wrong tree. Understanding figurative language can be especially difficult for ELL students. Word profiles help to reinforce both the decoding aspects of a word along with the semantics of a word.

Remember that it is important to build upon your students native language skills when teaching English. In terms of semantics or the meaning of words, English and Spanish share 30 to 40 percent of words which have similar sounds, appearance and meaning. Some examples include family and familia, and center and centro. These Spanish-English cognates will help students transfer Spanish word knowledge into English word knowledge. Take a minute to visit the first link on this screen which contains a PDF of Spanish English cognates that would be useful in teaching your students English cognates. Then visit this second link which includes lesson plan ideas incorporating Spanish-English cognates. When you have finished, return to this presentation.

The second aspect of language is morphology. Morphology refers to the study of the structure of words and word parts. When we talk about word parts there is a base word, which is a plain word with nothing added to it. There is also a root which is a unit of meaning. A base word can be a root. An affix is a letter or a group of letters added to the beginning or end of a base word or root to change the meaning or grammatical form of the word or root. Prefixes and suffixes are both affixes. And finally, a derivative is a base word or root with an affix or affixes attached.

So let’s look at the list of words and see if you can determine if the red portion is the base word, root, affix or derivative. What about the audi in the word auditorium? If you guessed root, you’re correct. The audi is a unit of meaning in the word auditorium, which means sound. What about the entire word helpfulness? If you guessed derivative, you are correct. Helpfulness contains a base word with 2 suffixes added to it. What about the word salamander? If you guessed base word you are correct. Although the er at the end of a word can sometimes be a suffix, in the case of salamander the er is not a
suffix. You cannot take off the er and still have a word however salamander as a whole is a base word. What about the ic in gigantic? If you guessed affix you are correct. The ic is a suffix. What about the vis in television? If you guessed root, you are correct. The vis is a unit of meaning in the word television which means to see. What about the port in portability? Port is a root which is a unit of meaning in the word portability which means to carry. Port can also be considered a base word, as it can stand alone.

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As I mentioned before, affixes include both prefixes, which are attached to the beginning of a base word or root and suffixes which are attached to the end of a base word or root. Prefixes change the meaning of the base word or root. Suffixes may change the meaning or it may change simply the grammatical form and usage.

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Other terms related to morphology include morpheme and two types of morphemes; free and bound morphemes. Morphemes are the smallest unit of language that conveys meaning. A free morpheme can stand alone in our language. A bound morpheme must be attached to another morpheme to be used in language.

**Slide 45 – 50:02**

Let’s consider these words. How many morphemes or units of meaning do you see in the word autograph? If you guessed two you are correct. Auto which means self and graph which means writing. What about the word salamander? If you guessed one you are correct. Again, the er in salamander is not a suffix in this instance because it does not contain a separate unit of meaning. What about the word deconstructionist? If you guessed 5 you are correct. Deconstructionist contains 2 prefixes. De and con, the root struct and two suffixes, ion and ist. De means opposite of. Con means together. Struct needs to build. The ion makes the word a noun and the ist means a person who. What about the word phonology? If you guessed 2 you are correct. Phon means sound such as in the word phonology, phonics, phoneme, phonological and logy means the study of. Such as biology, the study of life. What about the word thunderstorm? If you guessed 2 you are correct. Thunderstorm is a compound word with 2 free morphemes. What about the word superhighway. If you guessed 3 you are correct. Superhighway has 3 phonemes. Super, high and way.

**Slide 46 – 52:01**

Now let’s take a minute to consider a list of morphemes and think about is the morpheme a bound morpheme, that is, the morpheme must be attached to another morpheme to be used in our language or is it a free morpheme, one that can be used alone in our language. Auto. You might have guessed that auto is a free morpheme. But in reality, auto is a bound morpheme. Sometimes we use auto as slang or short for automatic or automobile but in reality, auto should be attached to another morpheme to have meaning. What about the morpheme duct? Duct is a free morphine. We can use duct alone in our language or we can add prefixes and suffixes. Like as conduct. What about struct? Struct is a bound morpheme. We must attach a prefix or suffix or a combination of both to struct to be used in our
language such as destruct or structure. What about phono? Phono is a bound morpheme. We do not use it alone. We can attach a prefix such as telephone or a suffix such as phonology to use it in our language. What about the morpheme port? Port is a free morpheme. We can use it by itself in our language. We can also add prefixes and suffixes to it such as deport or portable but we can use it alone therefore it is free. What about vis? Vis is a bound morpheme. It must have a prefix or a suffix attached to it to be used in our language such as vision.

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Suffixes can be classified into one of two categories. The inflectional ending shows tense, number, person, possession or comparative form such as the plural s, third person s and apostrophe s or er and est as well as ed and ing. Derivational ending is one that actually changes the part of the speech of the base word. For instance, ly which changes love, which can be a noun or a verb to an adjective, lovely. Ent is another example of a derivational suffix which changes a verb such as excite to a noun, excitement.

Slide 48 – 55:04

Consider the suffixes on these derivatives. Is it an inflectional or derivational ending? The s in boys changes the number, there’s plurality. Therefore it’s considered an inflectional ending. The ness in gladness changes glad, an adjective, to a noun. It is a derivational ending. The ing on camping shows tense, present tense and is therefore considered an inflectional ending. The less in pointless changes a noun, point, to an adjective, pointless. The ful in helpful, changes help, which is a verb or a noun to an adjective helpful. The ment in excitement changes the verb excite to a noun, excitement. And finally, the es suffix in babies changes the singular baby to the plural form babies which is an inflectional ending.

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Latin direct words usually contain one Latin root often combined with a prefix or suffix. Greek roots are usually combined with equal importance to the meaning of the word and are therefore often called combining forms rather than roots. For example, scope, geo, ology and thermos are all examples of popular Greek combining forms from which we can make words like geology.

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Take a minute to see if you can fill in the blanks on this table. In the first column you see a root. In the second column you see the origin. Either there of Latin or Greek origin. In the third column you see the meaning and in the 4th column you see sample derivatives of the roots. See if you can fill in the blanks.

Slide 51 – 57:31

Here’s another fun activity when teaching students about the morphemes of the English language. After you have taught the morpheme “struct” which means to build, ask students to form a derivative with the Latin root “struct”. They might form structure, instruct, instructor, construction, destruction or constructionist. Notice that in each word, the Latin root “struct” is lined up vertically so that students
can see clearly, the root in the middle and the prefix or suffix that is attached to the root. An informal discussion should be had as to how each word relates to the Latin root meaning to build.

**Slide 52 – 58:29**

Then the Latin root can be added to a review deck of note cards.

**Slide 53 – 58:34**

On the front, the root is clearly written. On the back, the pronunciations of the root are written at the top, a simple definition in the middle and several derivatives containing the root at the bottom. This review deck can be utilized throughout the school year.

**Slide 54 – 59:00**

Teaching morphemes makes teaching vocabulary more efficient. From these 14 morphemes, thousands and thousands of words can be formed. As students understand the meaning and spelling of these 14 morphemes, there’re more likely to comprehend and spell many complex English words. Another way to reinforce an understanding of morphemes is to use a morpheme match game. You see in the red are morphemes and in the black are definitions of those morphemes.

**Slide 55 – 59:42**

Students can guess a quadrant such as A1 and see if they can find the matching definition. B2 script and write as a match. A3 duct. You’re looking for the definition of duct which is carry. Didn’t get a match that time so cover those back up.

**Slide 56 – 1:00:06**

Another game that can be played to reinforce your students understanding of English morphemes is Morpheme Bingo. The teacher calls out a morpheme such as duct and the student gets to cover up the definition of the morpheme to lead. Vis, the student gets to cover up to see. The teacher calls out port, and the student gets to cover up to carry.

**Slide 57 – 1:00:42**

Building upon native language skills. There are several common cognates in Spanish and English of Latin and Greek origin since the Spanish and English were derived from Latin and Greek. You can see these common Latin and Greek root cognates in Spanish and English in this table. The root, the meaning the origin, English examples and Spanish examples.

**Slide 58 – 1:01:15**

The next aspect of language to consider when teaching the English language is syntax. Remember that syntax refers to the structure of sentences and the way that we order the words in our language to communicate. The English syntax has the subject, verb, object order. Syntax and grammar can be
learned both implicitly, that is, through a more communicative approach and conversational experiences as well as explicitly, that is, taught with direct instruction such as sentence diagraming. It is recommended that a combination of both approaches is used for teaching ELL students.

**Slide 59 – 1:02:02**

Remember that it is important to build upon the language skills a student already has established from their native language. In terms of syntax, English and Spanish share the same basic sentence structure. That is, subject, verb, object. There are only two main differences in word order in English and Spanish syntax. In English, we place the adjective before the noun, such as white horse. In Spanish, the adjective comes after the noun. For instance, caballo blanco or horse white. Another difference lies in the way we ask questions. In English, we usually begin with “do you want to go to the movies?” or “Can you help me out?” Spanish speakers will likely leave out the do, or can. Chinese or other non-Latin derived languages have very different syntaxes such as object, verb, subject, subject, object, verb, verb, subject, object, etc. and will have a larger barrier to overcome in learning syntax.

**Slide 60 – 1:03:25**

Often time teachers teach grammar in response to student errors. It is important to realize it is not necessary or beneficial to correct every grammatical or syntactical error that a student makes. In fact, it can impede language production because attention to errors makes the student focus on form at the expense of communication. Rather than correcting every error that an ELL student might make in their syntax, try clearly modeling back the correct grammar instead. For example, if a student asks, “I go bathroom?” a good response would be “Yes, you may go to the bathroom.”

**Slide 61 – 1:04:15**

Here’s some different ways teachers can go about teaching syntax and grammar in their classroom. The teacher might present the teaching point indirectly in the context of spoken or written language and then point out the structure. The teacher may begin by reviewing relevant, previously learned presented grammatical structures with students.

**Slide 62 – 1:04:45**

The teacher might choose to give students examples of the teaching point before supplying them with the grammar rule. Or, the teacher might give the student several examples and guide them in discovering the rule. The teacher might choose to base new teaching points on previously presented grammatical structures. And the teacher may choose to explicitly write the grammatical rule on the board before explaining it.

**Slide 63 – 1:05:15**

It’s most important to remember when teaching syntax in grammar is that first you need to know what type of grammar you want to teach in the lesson. When in doubt, it’s more important to follow descriptive grammar rules rather than prescriptive. Descriptive describes the grammar that we use in actual everyday context to communicate. Prescriptive is more formal grammar which is dictated by
formal linguist. Also remember to time and plan your grammar lessons and it may be possible to embed them in meaningful, communicative contexts. And finally, let the students help with the construction of the grammar lessons. Teachers and students can collaborate on inductive grammar lessons together.

**Slide 64 – 1:06:02**

Here’s one approach for modeling syntax in grammar in meaningful context. The teacher begins making a peanut butter sandwich in front of the students. The teacher then asks the students what he or she is doing. The students practice using present tense to respond. The teacher then asks the students what he or she just did. Then the students practice using past tense to respond. The teacher continues practicing while asking students questions. Afterward, a handout is given as a diagnostic device in which students must match tenses with meaning. The next day students bring in items to make a sandwich and use present tense and past tense in their explanation.

**Slide 65 – 1:06:58**

The next aspect of language is pragmatics. Pragmatics refers to how we use language socially. This is an often overlooked aspect of teaching and learning language. Pragmatics govern the rules for how we use language socially both in informal and formal settings. It includes manners, implied meanings, greeting, requests, pauses, intonation and prosody, etc. Teaching pragmatics will help your ELLs find socially appropriate language for the situations they encounter in their daily lives.

**Slide 66 – 1:07:43**

Take a moment to visit the above website. You’ll see several categories including awareness, conversational management, conversational opening and closings, requests and assorted speech acts. Expand each section by clicking the arrow to the left of each heading. And each section, once you expand it, you will see several PDFs. Each PDF is a lesson plan for an aspect of pragmatics. I’d like for you to choose 2 or 3 lesson plan PDFs to open and read through and consider how you might incorporate teaching pragmatics into your own classroom instruction.

**Slide 67 – 1:08:32**

The last aspect of language is orthography. Remember that orthography refers to the way spoken language is mapped into written language. Orthography contains two Greek combining forms. Ortho which means correct and graph which means writing. Therefore, orthography refers to the way that we correctly map our spoken language into written language. Receptive written language if you remember is reading. That is what we can take in and understand. Reading requires several sub skills including decoding skills, fluency skills and comprehension skills. Expressive written language is writing. That is, the written language we use to express ourselves. It includes several sub skills including handwriting skills, spelling skills and content skills. English is considered to be an alphabetic orthography. What that means is that the symbols of our written language are used to represent the individual sounds of our spoken language. Other languages might have a Slavic orthography in which each written symbol represents a syllable rather than a phoneme or other languages have a , also known as a morphemic morphography in which each symbol represents an entire unit of meaning, a word or idea. In addition to being alphabetic orthography, English is also considered to have a deep or opaque orthography. What
that means is that you do not have a one to one sound symbol correspondence. Often times, one symbol, such as the “c” can stand or represent several different phonemes such as “s”, “k”. Also, one phoneme may be represented by several different symbols. For instance the “sssss” phoneme can be represented by the letter s as well as the letter c.

**Slide 68 – 1:11:05**

Remember that English contains 44 phonemes or sounds. Of those 44 sounds, we represent them with 26 letters in our alphabet. 15 of those letters have a one-to-one letter sound correspondence. 11 of those letters represent 2 or more sounds. Of course our vowels can be long or short sounds and the consonants c, g, n, s, x and y also often represent at least 2 sounds.

**Slide 69 – 1:11:54**

Let’s look at the consonant letter c which commonly represents the /k/ and /s/ phoneme. How do students know if they should decode the sound as a /k/ or a /s/? Look at the first row of words. Cat, cot, cup and crib. In each one of these words, the c is standing for the /k/ phoneme. Whenever students see a c before an a, o, u, or any consonant they should decode it as /k/. Look at the second row of words. Cent, city, cycle. In each one of these words, the c in the initial position is standing for the /s/ phoneme. Whenever students see a c before e, i, or y, they should decode it as /s/.

**Slide 70 – 1:12:58**

Now let’s look at the g. The g can commonly represent the /g/ phoneme or the /j/ phoneme. In the words gate, got, gum and glad, the g is representing its hard sound /g/. But when students see a g before a, o, u or any consonant they should decode it as /g/. In the words gem, giant and gypsy, the g is representing the /j/ phoneme, the soft g sound. Whenever g comes before e, i or y, students should decode g as /j/. Very similar to the rule for c.

**Slide 71 – 1:13:53**

The n commonly represents 2 phonemes, /n/ and /ng/. n represents the /n/ phoneme in the words nap, snip and spin. So in the initial, final or medial position of a word, n usually represents the /n/ phoneme. However, when n comes before a k or a g, n represents the /ng/ phoneme. Such as sink, bank and finger.

**Slide 72 – 1:14:35**

S can commonly stand for the /s/ phoneme or the /z/ phoneme. In the words pits, naps and rocks, s represents the /s/ phoneme. S follows an end voiced sound in all of these words and therefore S makes its unvoiced phoneme /s/. In the words pins, seems and hills, s represents the /z/ phoneme. When s follows a voiced sound s also becomes its voiced cognate /z/.

**Slide 73 – 1:15:19**

X can commonly represent the /z/ phoneme as well as the /ks/ phoneme. In the words zylophone, xylem and xenophobia x is representing the /z/ phoneme. Whenever students encounter the x in the initial
position in the word, they should decode it as /z/. In the words exit, excel, mix and wax, x is representing the /ks/ sound. Whenever students encounter x in the medial or final position of a word, they should decode it as /ks/.

**Slide 74 – 1:16:04**

Y can commonly represent 3 sounds. It can stand for its constant sound /y/. It can represent the vowel sound I or the vowel sound e. In the words yes, yogurt and yellow, y represents the /y/ sound. When students encounter y in the initial position of a word they should decode it /y/. In fly, supply and reply, y makes the /i/ sound. When y comes in an accented syllable y should be decoded as /i/. In the words penny, candy and happy y stands for the /e/ sound whenever y appears in an unaccented syllable y should be decoded as /e/.

**Slide 75 – 1:17:08**

The rest of the 44 sounds in the English language are represented by a combination of letters such as the sh together stands for the /sh/ phoneme. The th together can stand for the /th/ phoneme or the /th/ phoneme. The ch together can stand for the /ch/ phoneme, /k/ phoneme or the /sh/ phoneme as in cheese, choir and chandelier.

**Slide 76 – 1:17:42**

When two letters together represent one phoneme, they’re considered to be a digraph. Di meaning 2, graph meaning writing. Some common consonant diagraphs are sh, ch, th, ph and wh. There are many more. Trigraphs refer to 3 letters that together represent one phoneme. Common trigraphs include igh, for the I sound, the tch /ch/ sound and the dge for the /g/ sound. There are even a few quadrigraphs which contain 4 letters that represent one sound. For instance, when the eigh comes together, those 4 letters usually represent one phoneme, a as in weigh and neighbor.

**Slide 77 – 1:18:43**

Just like with the other aspects of language, when teaching orthography, you want to build upon a student’s established native language skills. As you probably know, like English, Spanish uses the same alphabet, that is, the Roman alphabet. That means that Spanish and English are both alphabetic orthographies. That is, that the symbols of our written language represents the sounds of our spoken language. Students who come from Slavic orthographies such as Japanese may need more help in understanding that the symbols of English represents sounds rather than syllables. Students who have learned an logographic such as Chinese, mandarin Chinese, will need even more help understanding that our symbols do not represent complete ideas but individual sounds from our oral language. So for native Spanish speakers you can build upon their existing letter knowledge as well as their existing understanding of how to use letter sound correspondence for decoding. However, Spanish has a shallow transparent orthography rather than a deep opaque orthography like English. That means that Spanish has a more one to one letter correspondence. In English, students must go beyond learning letter sound correspondence to learn the patterns of the language such as some of the few I just described to you. They also need to learn about syllable types and spelling patterns to successfully decode and spell words. They can’t rely on just letter sound correspondences alone. Students who have learned to read
and write in Spanish, will need to understand that reading and writing in English is a bit more complex. I do want to highlight the fact that English is not an irregular language. It is just more complex. 85% of English words are considered to be regular words when one understands not only letters on correspondence but phonics and spelling patterns and syllables. Only 15% of English words are considered to be irregular for reading and spelling.

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Let’s look at some differences between Spanish and English orthography. In Spanish, the letters such as v, double l, h, j, etc. represent different sounds than they do in English. Therefore students might have particular difficulty decoding some of these letters or letter combinations. And might need more help with these letters and letter sounds. Additionally, students who are native Spanish speakers might substitute a double l for y as the double l is the nearest sound in Spanish. They also might substitute the j for h because the h is silent in Spanish so they might use the j instead. If you see these types of errors you may want to spend more time teaching these letters and letter sounds. There are also some combinations in Spanish that are pronounced differently such as kue, kui, etc. Also in Spanish, the u is not pronounced unless it is written in a certain way. Also, quotation marks are not used in Spanish the same way they are used in English. Dashes are used instead.

Slide 79 – 1:22:54

On this slide you can see letter combinations that do not appear in Spanish. Students who have learned Spanish orthography as a native language will probably need more help with these letter combinations.

Slide 80 – 1:23:20

Now that we have concluded a discussion of the six aspects of language, and consider implications for teaching, there are other important overarching considerations to discuss. One idea is the understanding of the difference between BICS and CALP. BICS stands for Basic Interpersonal Communicative Skills whereas CALP stands for Cognitive Academic Language Proficiency. BICS is the everyday language we use to informally interact with our peers. It’s easy to observe students using BICS and it’s also easier and quicker to develop. CALP is the language that is required to learn in the academic classroom. A student’s CALP is often harder to observe and often harder to develop yet at the same time CALP is absolutely critical for academic success. Jim Cummins equated BICS and CALP to an iceberg model. BICS is the tip of the iceberg which is easy to see but CALP is underneath the water, difficult to observe but the basis of academic success.

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Here is some examples of BICS. Listening and speaking skills as well as BICS reading and writing skills. Listening and speaking BICS includes routine classroom interactions, discourse among friends in the hallway, talking on the phone, etc. BICS reading and writing skills include reading a note from a friend, composing casual emails, reading bulletin boards etc. CALP on the other hand uses the listening skills of participating in class discussion, listening to presentations, understanding language used in cognitively demanding explanations etc. Reading and writing CALP includes reading a book or article to gain information, writing an essay or story, building conceptual knowledge through reading
classroom materials etc. As a teacher, your primary focus should be on developing the students, your ELL students, CALP. That is formal academic language they need to become successful learners in school.

**Slide 82 – 1:26:04**

Another important consideration that relates to English Language Learners is dialect. In Texas, some of the common dialects in English include Spanglish or more informally known as Tex Mex and African-American Vernacular English, AAVE also known as Ebonics. Some of these dialects are associated with English Language Learners and/or certain cultures. These dialects undoubtedly effect language and language learning and use. It usually affects expressive language that is the language used to speak and write more than receptive language. That is the language that they can understand through listening and reading. Dialect particularly affects phonology that is the student’s pronunciations, which carries over into their spelling as well as their syntax and grammar or word order they use.

**Slide 83 – 1:27:06**

So what is a teacher to do? Should a teacher allow students to use their native language and dialect all the time and not bother teaching academic English or should a teacher demand that students use proper English all the time? What research has shown is that the ability to code switch is critically important for the student’s success in life. Of course we do not want students to feel they must give up their native language or dialect because it is an important part of their culture and identity. At the same time it is critical that students do learn how to speak and write in academic English, for formal and academic situations that they may encounter. This is critical skill for formal writing, college admissions, job interviews, etc. As teachers we need to emphasis that we do not want students to give up their native language or dialect but they do need to know both when and how to code switch.

**Slide 84 – 1:28:31**

Other teaching methods that are particularly effective for English Language Learners includes first, the idea of teacher talk. Teachers serve an important role for their ELL students in modeling, modeling language. Be sure to use clear and direct pronunciation. A rich vocabulary and correct grammar so that you are a good model of language for your ELL students. In addition, supplement your oral talk with real objects, pictures, gestures or body language while speaking more slowly and try to refrain from idioms or figurative speech as well as slang. Additionally, try moving from the concrete to the abstract in your lessons. Concrete means that you can bring in real world examples to show your ELL students to connect to and then you can begin to move to the abstract. Another consideration is question/answer wait time. For students who are learning a language at the same time as learning academic content, it takes a longer time to process and translate from English to a native language and then to respond back to translating from their native language into English. So give a longer wait time for your ELL students. Also remember about correcting answers. It’s not necessary to point out every error but instead try to rephrase the proper language and or provide scaffolding or guiding questions To lead students to the correct answer. Language experience approach for teaching ELLs. The language experience approach first provides students with an experience such as going on a field trip and then using language to describe their experience. First in the oral form and then in the written form. Multisensory instruction is another effective method for teaching any student but especially for your
ELL students. Multisensory instruction incorporates multiple senses such as seeing, hearing, touching and moving into learning. Despite the fact that our students may have a dominant learning style such as being a visual learner or an auditory learner, research shows that all students learn best when multiple senses are incorporated into the lesson. And finally, it’s especially important to consider and utilize scaffolding when teaching ELL students. One effective way to incorporate scaffolding into your teaching is through the gradual release model. You begin with modeling. Sometimes it’s called “my turn” or “I do” then you do it with a student, called “together” or “we do”. Finally, the student does it independently. This last step is called “you do” or “your turn”. Other scaffolds that can help students, ELL students learn, include the use of Realia. Realia means bringing real objects or models of whatever concept is being discussed and taught and providing real experiences related to the topic or lesson. Also, the Sheltered Instruction Observational Protocol is an effective way of incorporating scaffolding into your lesson planning.

Slide 85 – 1:32:53

Let’s talk more about the SIOP Model. The SIOP Model emphasizes engaging students and providing ample opportunity for ELLs to use academic English in meaningful ways. It includes strategies such as cooperative learning. That is learning with a partner or a small group. Strategies for reading comprehension and strategies for the writing process. The SIOP model requires that teachers use language objectives in every lesson, even if you’re teaching a science lesson or a math lesson. There’s an objective for the language a student, the language skills a student will learn in the lesson. It emphasizes developing background knowledge necessary for the lesson or topic. There is also an emphasis on the content related vocabulary. Remember, that relates to the CELP or the cognitive academic language proficiency that is so important to develop. It has an emphasis on academic literacy practice and provides opportunities to build oral language proficiency in addition to the written language proficiency in reading and writing.

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The components of the SIOP Model include Preparation, where the teacher must consider not only the content objective but the language objectives that the lesson is following. Building background. That includes introducing any important vocabulary terms and making connections to the student’s real lives or providing experiences for the background knowledge and includes the consideration in comprehensible input. That is to use language the student’s will understand weather it’s using words from their native language or simplified English words or providing objects and pictures to make the words more comprehensible. There is a consideration of the metacognitive and cognitive strategies necessary for learning.

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There is an emphasis on interaction for learning. Remember how important an interaction is for the development of oral language. It also emphasizes the opportunity to practice and apply all 4 language domains. That is listening, speaking, reading and writing. In lesson delivery, the teacher must make sure they meet both the content and language objectives and there is a consideration of review and assessment to review the important vocabulary associated with a lesson or topic and concepts.
The SIOP model teaches recommended, shares many features recommended for high quality instruction for all students, such as:

- Cooperative learning
- Strategies for reading comprehension
- Emphasis on the writing process and
- Differentiated Instruction

These, of course, are effective teaching strategies for any students but especially important and effective for ELL students. Key features for the academic success of ELLs, included in the SIOP model include:

- Language objects in every lesson
- Development of background knowledge
- Acquisition of content related vocabulary and
- Emphasis on academic literacy practice

One last important consideration when teaching ELL students is to think about assessment. Areas potentially effecting the area of test results for ELL students include language barriers and cultural bias. There are some options you can implement when assessing your ELL students in order to get more valid results and a truer picture of the student’s actual abilities. Dynamic assessment techniques include individualized interaction with a student during assessment, including providing options for look-backs with questions, providing the opportunity to think aloud, that is where you ask the students to verbalize their thought processes and monitor and assess their thinking, retellings, cue questions to prompt and guide them toward answers etc. These scaffolds are provided based upon the student’s initial response. So depending upon how the student initially responds to a question assessment the teacher might then implement one of those scaffolds such as look backs, think alouds, retelling, key questions etc. What this does is it enables the learning experience for the students and it allows for teacher observations of the student’s potential abilities and thought processes. Of course this will take away from the established validity of a standardized test but the validity is likely already hindered due to language barrier and cultural bias so you would not be able to use a norm comparison with standardized scores when using dynamic assessment techniques.

Other considerations when assessing your ELL students is that you make sure that the task of the assessment is actually meeting the objective of the assessment or the purpose of the assessment. So if necessary, use combinations that enable you to get the intended end result or score. Make sure what you are measuring is really what you intend to measure. Accommodations can actually make an assessment more valid if implemented correctly. For instance, if you want to evaluate your student’s vocabulary, if they complete a reading vocabulary test, you’re not only measuring their vocabulary you also assessing their decoding abilities. If you truly want to find out what their vocabulary knowledge is then providing a scaffold such as reading the words to them, would enable you to get a truer picture of their true vocabulary abilities. Additionally, in assessment, consider using an accessible language, especially in the directions. This can be simplified oral language or visuals and manipulatives to aid with the directions. Also provide directions in both oral and written form. Assessment can be stressful for any
student but it is especially for a student who has not fully mastered the English language. Try to reduce the anxiety and stress by providing cooperative learning assessment opportunities as well as turning assessments into sort of a game. Remember to be sensitive to an ELL student’s background and cultural knowledge and experiences and how that might affect their performance on the assessment. If a student has never been snow skiing before, their ability to answer questions about the passage related to snow skiing, will likely be hindered. And finally, as always, it’s best to use triangulation when assessing a student. Use a variety of assessments; both formal and informal. Assess a variety of skills and assess both with and without accommodations so that you could get two scores on the same test to truly get the most accurate picture of your ELL student’s abilities.

Slide 91 – 1:40:58

We’ll conclude our module by talking about Texas Standards and Assessments for ELL students. You may or may not have heard of 3 important terms related to education of ELL students in Texas. The first one is ELPS or English Language Proficiency Standards. These standards are federally required instructional standards designed to ensure that ELLs are taught the academic English they need for school purposes. Both ESL teachers and regular education teachers are responsible for incorporating ELPS into their instruction if they have an ELL student in their classroom. The second term is the TELPAS. The Texas English Language Proficiency Assessment System. This also meets federally required mandates and is an assessment program designed to measure the annual progress that ELLs make in learning academic English. All ELL students are required to take the TELPAS each school year. And finally, LPAC or Language Proficiency Assessment Committee. It’s comprised of administrators, educators and parents who are responsible for reviewing the discussing student data and information and making appropriate decisions regarding ELL students’ educational program placement, instructional methodologies and/or interventions, and annual review of the student’s progress and potential exit from an ESL program.

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All teachers who teach ELL students are responsible for incorporating ELPS into their classroom instruction at the K-12 level. Additionally, all students who are classified as English language learners, whether they are in an ESL program or not must be assessed with a TELPAS at the end of each school year to monitor their progress in the ELPS. The ELPS and the TELPAS are very highly aligned. They both include the four language domains of listening, speaking, reading and writing. And for each language domain, they rate a student’s proficiency level with one of 4 proficiency level descriptors or ELDs. Including beginner, intermediate, advanced and advanced high.

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Teachers should monitor their ELL students’ progress in the ELPS as formative assessment throughout the school year in order to stay attuned to the English language proficiency levels of their students to monitor their students’ progress, and from this to tailor their content area instruction and integrate second language instruction according to the proficiency level needs of their ELLSs. TELPAS is used during the spring as a summative assessment that documents the proficiency levels of ELLs as a statewide assessment. In the first link, you can visit and read over the ELPS about 1/3 of the way down
the page. The second link, at the bottom of the page, you can access information about the TELPAS. Return to this presentation after you have looked over the ELPS and the TELPAS at the two links.

**Slide 94 – 1:44:52**

As I mentioned before, the LPAC is comprised of administrators, educators and parents. The LPAC first identifies first students who potentially are English language learners. This is usually done through a home language survey or HLS that parents or guardians complete when enrolling their student in school. But LPAC will determine if the student meets criteria to be classified as limited English proficient. The student is then places in an appropriate student program such as an ESL program with parental consent. Then the LPAC is responsible for determining the necessary traditional methodologies or interventions to best determine the needs of the ELL students. The LPAC is responsible for coordination of ELLs teachers and other educators and parents and an LPAC also reviews each ELL students’ progress each year to determine whether they are eligible for exit or whatever instructional methodologies or interventions may be needed for the next academic year. They consider the ELL student’s linguistic progress as well as their overall academic progress.

**Slide 95 – 1:46:24**

It has been a pleasure learning with you during this module. I hope that you will take some time to visit some of these references and recommended readings

**Slide 96 – 1:46:42**

And don’t forget about the quiz at the end of this module.