Strategies for Adapting Instruction for English Language Learners

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Mahopac Central School District
It is important to insist that beginning ELLs speak in the classroom. Placing a child learning English in a mainstream classroom will ensure that he/she will succeed in learning English quickly.

When an ELL has acquired communicative fluency, he will be able to handle academic assignments with little difficulty. Oral fluency is a strong indicator that an ELL will succeed in the classroom.

**Second Language Acquisition: Myths & Misconceptions**

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<tr>
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<td>6 Teachers should suggest to parents of ELLs that they use English and avoid using the native language at home.</td>
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<td>7 The process of acquiring a second language is more similar to the process of acquiring a first language than it is different.</td>
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<td>8 ELLs should not be interrupted and corrected as they make mistakes when speaking.</td>
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<td>9 A child saying “goed” for “went” shows that he is not learning (mastering) the patterns of English.</td>
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<td>10 Teacher should encourage ELLs to continue reading in their native language,</td>
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SHARING A STORY
BICS
Basic Interpersonal Communication Skills

CALP
Cognitive Academic Language Proficiency
Developmental Stages of Second Language Acquisition

- Preproduction
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency
Preproduction

Description of the Developmental Stage

Students...
- experience a silent period
- listen to language
- begin to develop a receptive vocabulary
- demonstrate comprehension nonverbally

Activities that Promote Language Acquisition
- hands-on learning activities
- dramatizations
- games
- role-playing
- story telling
# Early Production

## Description of the Developmental Stage

Students...

- continue to develop receptive vocabulary
- produce words that they have heard and understood repeatedly
- can respond to simple questions

## Activities that Promote Language Acquisition

- hands-on learning activities
- asking questions that require single word responses to encourage verbal interaction
Speech Emergence

Description of the Developmental Stage

Students...
- continue to develop receptive vocabulary
- begin to produce combinations of words (i.e., phrases/short sentences)
- make errors when trying to communicate

Activities that Promote Language Acquisition

- hands-on learning activities
- activities designed to develop higher levels of language use (e.g. making simple comparisons, describing and sequencing events)
- language experience activities
Intermediate Fluency

Description of the Developmental Stage

Students...

• continue to develop receptive vocabulary
• develop speech and fluency
• engage in conversation and produce full sentences and connected narrative
• produce language that reflects critical and creative thinking

Activities that Promote Language Acquisition

• hands-on learning activities
• activities that integrate the learning of language and content to promote the development of higher levels of language use
Advanced Fluency

**Description of the Developmental Stage**

Students...

- approach native-like fluency

**Activities that Promote Language Acquisition**

- continue to use the strategies previously discussed, as needed, to support language development at this stage
Factors that Impact Second Language Acquisition

• Native language

• Linguistic Differences

• Culture
Questions to Consider

• How did you learn a second language?
• What was it like for you?
• How would you compare this experience to learning a first language?
• As a second language learner, what stage of language acquisition did you achieve?
What are the factors necessary to support language acquisition?

OPTIMAL CONDITIONS FOR SECOND LANGUAGE ACQUISITION

- Low Anxiety Environment
- Comprehensible Input
- Communication Focus
- Contextualized Language
- Respect for Language Acquisition Stages
- Error Acceptance
- Teacher as Facilitator
Integrating Language and Content in Science
Questions for Discussion

• How did the lesson activities provide for the participation of students at different developmental stages in the acquisition of English?

• How did the lesson activities support the development of higher order thinking skills for English language learners/for all students?
Small Group Task

Design culminating activities that will allow English language learners at the beginning and intermediate stages of language development to show what they have learned through their research.
Fifty Multicultural Books Every Child Should Read - This list of multicultural books was compiled by the Cooperative Children’s Book Center. It is organized by age. The list is available on the NEA website:

http://www.nea.org/readacross/50multibooks.html
ALBETAC WEBSITE

http://steinhardt.nyu.edu/metrocenter/ALBETAC.html
Asian Languages Bilingual/ESL Technical Assistance Center (ALBETAC)

The Asian Languages Bilingual/ESL Technical Assistance Center (ALBETAC) is one of the three language BETACs funded by the New York State Education Department (NYSED) to provide services to school regions, in order to enhance the quality of education for ELLs of specific language backgrounds. Located at Metro Center for Urban Education in New York University, ALBETAC focuses its services to raise academic achievements of English language learners (ELLs) from Asian backgrounds through professional development and community involvement.

What's New

Hunter College NLA Workshop
NYS Summer Institute of Arts
Lunar New Year
National Chinese Language 2008 Conference

2008 Chinese and Korean Contest Information:

1. Statewide Chinese Heritage Language Essay Contest
2. Statewide Chinese Painting Contest
3. Statewide Korean Heritage Language Essay Contest

Free workshops
February 13, 2008: Technology for ELLS
February 26, 2008: Helping Immigrant Students Pursue Post-secondary Options
February 29, 2008: Promoting Art, Literacy, and English Language Development with Parents of English Language Learners
Link: Contact Us

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