

Bilingual/ESL Certification and Sheltered Instruction Training

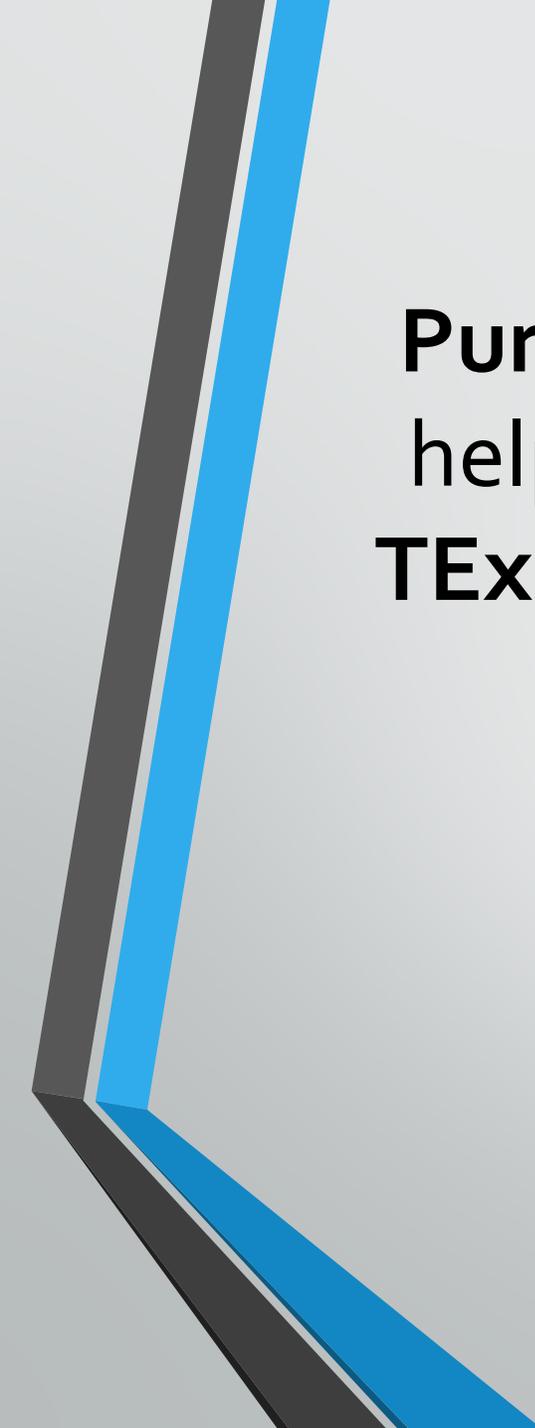
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Professional Learning Essential Agreements

- ✓ Be respectful of others
- ✓ Be an active participant
- ✓ Take care of your needs
- ✓ Be professional



Purpose: This informative training is designed to help teachers **prepare for the Bilingual and ESL TExES certification exams** plus teach researched based sheltered instruction strategies

Agenda

1. Review

- Competencies 9 and 10

2. Overview of Domain 1: Language Concepts and Language Acquisition

3. Competency 1: Fundamental Linguistic Knowledge

- Major areas of linguistics: **Phonology, morphology, syntax, semantics, lexicon, discourse, pragmatics**
- **Registers** of language
- **Interrelatedness** of listening, speaking, reading and writing
- Ability to align morphological and syntactic knowledge with ELPS
- Self-Check
- Practice Items for Competency 1

4. Sheltered Instruction Strategies

- 7 Steps to a Language-Rich Interactive Classroom by John Seidlitz and Bill Perryman
 - Step 3: Randomize and rotate when calling on students.

Review: Competency 9

Competency 9: Multicultural Environment

- The ESL teacher **understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment**

Review: Competency 9

A middle school teacher shows her ESL class film clips from several animated films featuring characters from different cultures. The teacher has zoomed into clips where characters show emotions, such as anger, happiness, confusion, excitement, sadness, or other emotive responses without words. The teacher divides the class into groups and gives the students this task:

As you watch the clips, pay close attention to how you know what emotion the characters are trying to express. How are you able to figure out each character's emotion?

This instructional strategy primarily focuses on:

- A. Showing students that language is not the primary means of communication.
- B. Developing students' awareness of the diversity of nonverbals across cultures.
- C. Recognizing that animated films are equivalent in narrative value to traditional film.
- D. Promoting students' acquisition of a broad range of alternatives to English nonverbals.



The correct response is B. Watching the exaggerated gestures of animated characters in scenes with no dialogue would enable learners to evaluate how emotive response can be expressed through facial expression, body language, gestures, and physical reaction. The teachers choice to focus on the characters that represent a variety of cultures seem clearly intended to heighten students' awareness of the variance of the nonverbal meaning across cultures.

Response A is incorrect because the activity is not intended to create a hierarchy in language options. Nonverbals are a vital part of cultural communication. Nonverbals do not primacy over verbal language.

Response C is incorrect because the scenario does not suggest that the teacher is attempting to demonstrate equivalence between animated and live action film.

Response D is incorrect because the item scenario does not indicate that the teacher wants students to learn non-English gestures.

Review: Competency 9

An elementary school principal has just assigned a new student to a Grade 4 teacher. They have this conversation in the principal's office:

- **Teacher:** Miguel Rodriguez ... Hmmm. I know exactly what to expect
- **Principal:** Yes... a new student. He'll be excited, eager, ready to meet new kids.
- **Teacher:** Rodriguez. That says everything. I can expect that he'll never say anything. He'll sit at his desk looking lost all the time. He won't do this homework because he's clueless about English. He won't care when he makes bad grades. I expect all my students to be willing to work hard to make good grades. If they don't want to learn English, I can't help them!

In the context of ESL teaching, the teacher's comments suggest resistance to creating an effective multicultural learning environment. Which Three of the following attitudes are reflected in the teacher's comments?

- A. Instructional autonomy
- B. Stereotyping
- C. Deficit views
- D. Faulty ESL preparation
- E. Teaching to the test
- F. High expectations

The correct responses are B, C, and D, all of which reflect attitudes counter to good ESL teaching practice. **Response B is correct** because the teacher's comments reflect preconceived notions about the student's performance based not on first-hand knowledge but on stereotypes founded on the learner's ethnicity. **Response C is correct** because the teacher's comments reflect the attitude that second language learners are deficient cognitively and lack motivation to succeed. **Response D is correct** because a good ESL teacher preparation program would have included training in maintaining high expectations for all learners, in seeing difference as an asset, and in shaping instruction to meet the needs of all learners.

Response A is incorrect because it misrepresents the spirit of the comments; generally, autonomy is a positive term. Privileging this teacher's attitude as an example of instructional autonomy violates the principles of effective multicultural education.

Response E is incorrect because the teacher does not indicate an interest in teaching to the test.

Response F is incorrect because the teacher's comments reflect a resistance to high expectations for all learners.

Review: Competency 10

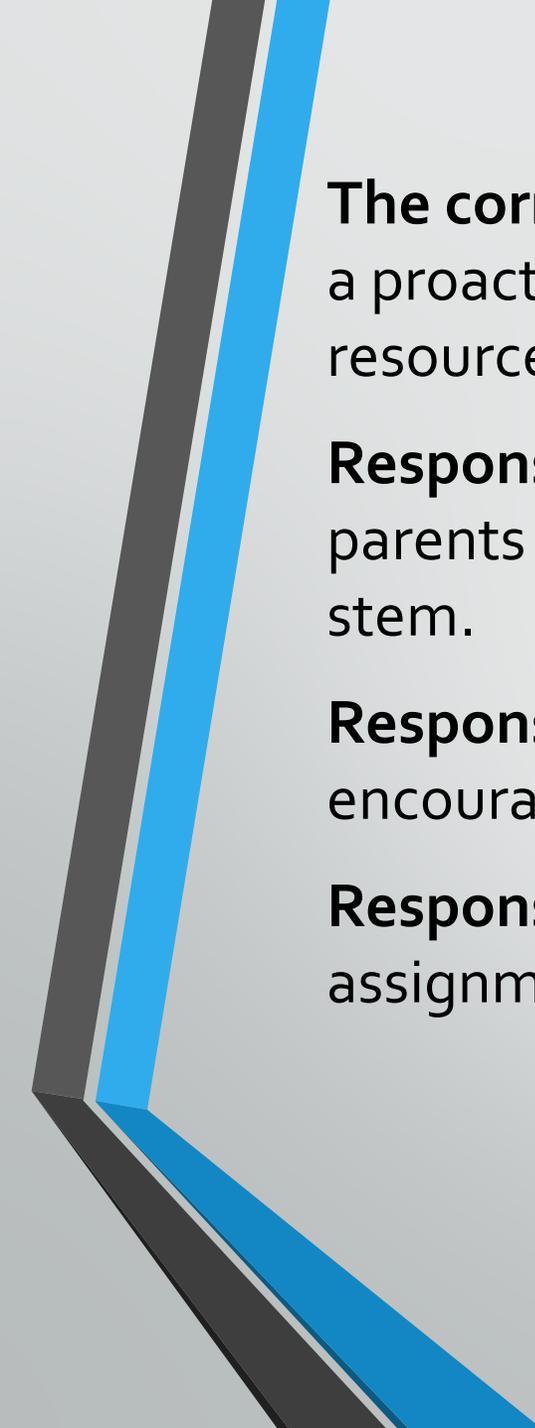
Competency 10: Advocacy

- The ESL teacher knows how to **serve as an advocate for ESL students and facilitate family and community involvement in their education.**

Review: Competency 10

The ESL/Bilingual teachers in a South Texas school district want students and their families to become more familiar with community resources that can promote their students' literacy goals. Which of the following strategies most effectively targets the teachers' goals?

- A. Teachers send home a flyer from the public library explaining how to apply for a library card. If they get a public library card, students are rewarded with bonus points.
- B. The teachers set up a book contribution bin in the main school hallway for teachers and staff members to donate books. Teachers display the donated books under a "Free Book" sign during lunch.
- C. The teachers work with the public library to identify grade-appropriate children's and young adult fiction and nonfiction books. The teachers partner with the library to set up an after-school reading hour for parents and children.
- D. Teachers create a class-specific supplementary reading program. In order to encourage students to patronize the public library, they select books they want to read but which aren't available at the school library.



The correct response is C. Inviting parents to the library with their children is a proactive method of encouraging parents to take advantage of community resources for promoting their children's literacy development.

Response A is incorrect because a flyer offers information but does not show parents the actual library experience, which is the intent presented in the item stem.

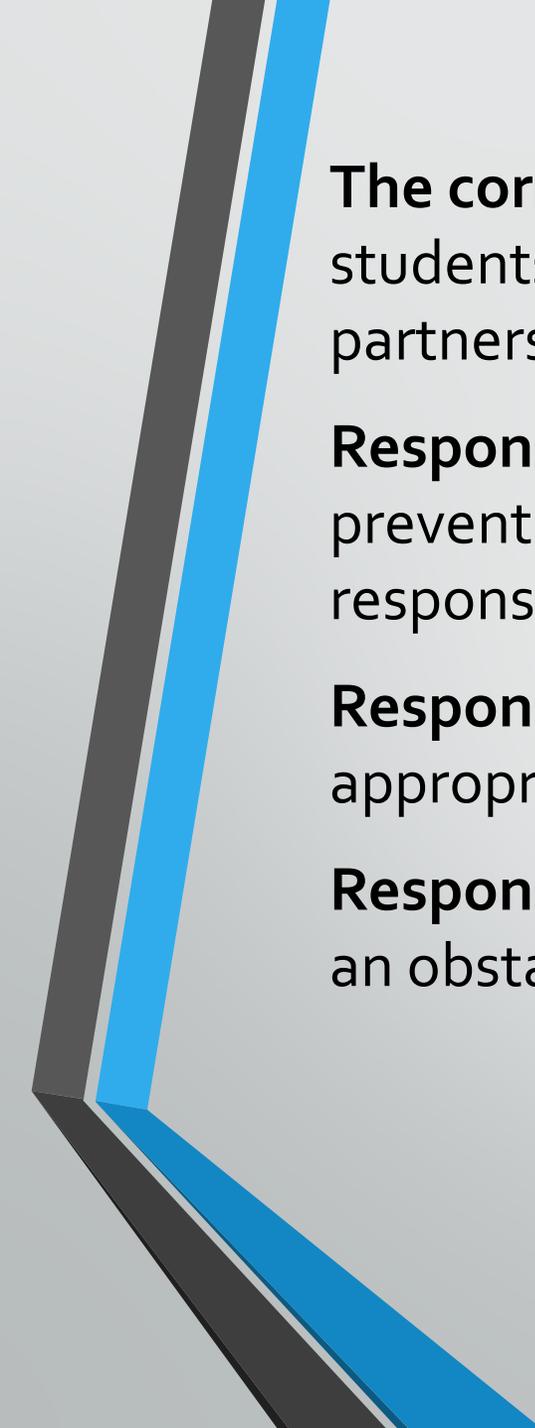
Response B is incorrect because it focuses on teacher efforts, not on encouraging families to make use of the community resources.

Response D is incorrect because it turns the library experience into a class assignment, not a family and community resource opportunity.

Review: Competency 10

Six weeks before a mandated state testing period, a middle school ESL teacher implements a Test Prep Boot Camp Day every week for intensive test preparation strategies. The teacher invites parents to visit the class during these boot camp periods to work with their children during in-class demonstration of the strategies. This activity most effectively addresses which of the following aspects of effective ESL instruction?

- A. The teacher is promoting family involvement in EL students' educational success by making parents part of the educational team.
- B. The teacher is ensuring that families do not unfairly blame the school when their children do not succeed.
- C. The teacher enlists the parents in test preparation efforts to make sure that students take the state-mandated test seriously.
- D. The teacher is providing an opportunity for parents to recognize the challenges the students will face in taking the state-mandated exams.



The correct response is A. Mandated tests create stress for both teachers and students. Inviting parents to a test prep boot camp brings in parents as partners in helping EL students feel confident about the approaching tests.

Response B is incorrect because it suggests that inviting parents is a preventive strategy rather than a team-building effort. Additionally, this response presupposes that learners will not succeed on the exams.

Response C is incorrect because it is asking parents to perform a task that is appropriately the teacher's and the school's responsibility.

Response D is incorrect because it implies that the teacher sees the tests as an obstacle that students and parents face.



Domain I

Language Concepts and Language Acquisition

Overview of Domain I

Competencies 1 and 2 of Domain I primarily address linguistic content that affects teaching and learning in ESL environments.

Domain I Competencies:

- **Competency 1:** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- **Competency 2:** The ESL teacher understands the process of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.



Competency 1: Fundamental Linguistic Knowledge

The ESL teacher understands **fundamental language concepts** and **knows the structure and conventions of the English language.**

Competency 1: Fundamental Linguistic Knowledge covers the following topics:

- Major areas of linguistics:
 - Phonology
 - Morphology
 - Syntax
 - Semantics
 - Lexicon
 - Discourse
 - Pragmatics
- Registers of Language
- Interrelatedness of listening, speaking, reading and writing
- Ability to align morphology and syntactic knowledge with ELPS

Competency 1 Core Content

The following key terms reflect the content of Competency 1:

Conventions	Language systems	Phonology	Morphology	Syntax
Lexicon	Semantics	Discourse	Pragmatics	Registers
Proficiency	Structure of English	Mechanics	Content-based instruction	ELPS
Error	Academic language	Interrelatedness	Sentence patterns	Modifications
Common difficulties	Transfer	Functions of language	Grammar	Idioms

ESL, Linguistics, and Second Language Acquisition

As an ESL teacher, you will be guiding learners in acquiring a second language. Second language acquisition theories are predicated on understanding and adjustments relevant to first language acquisition, which most experts agree happens intuitively and “naturally” as learners interact with caregivers as they are learning language.

ESL, Linguistics, and Second Language Acquisition (continued)

Second language acquisition, however, often is modulated and directed through formal instruction in schools which may or may not be supported outside the educational context. ESL instruction is not just about learning the grammar of a second language.

- Acquisition of a second language necessarily involves rhetorical, cultural, political, social, economic, and environmental factors.
- The content of Competency 1 focuses on the basics of linguistics as a platform for formal ESL instruction in the classroom.
- Later in the training we will explore exigencies that impact learners' affective, cognitive, social, and psychological responses in the acquisition process.

Areas of Linguistics

Competency 1 identifies seven areas of basic linguistics as knowledge that a beginning ESL teacher should have: **phonology, morphology, syntax, lexicon, semantics, discourse, and pragmatics.**

- These areas cover technical aspects of English, explaining how everything from sounds to conversations are formed by applying interrelated linguistic knowledge.
- To help students develop proficiency in listening, speaking, reading, and writing, ESL teachers must have a robust understanding of the language systems in English.

Phonology

Phonology is the study of the sound system of a specific language. Each language has a different phonological system that reflects the specific sounds used in that language.

- For an ESL teacher, a strong foundation in phonology contributes to helping learners recognize and use distinct sounds and orthography in English.
- You could anticipate situations in which you have to decipher or interpret a student's language output.
- Unless you are working with learners who have never had formal phonics training in traditional school settings, your ESL learners should have operational knowledge of sounds in their L1.
- Your task will be to help them recognize distinct English sounds and to negotiate areas where crossover or interference from L1 sounds may create aberrant pronunciations or spellings.

Phonology (continued)

At its most basic level, English is comprised of individual, meaning-making sounds, or **phonemes**.

- A phoneme is the smallest unit of spoken language that makes a difference in a word's meaning.
 - **For example**, the first phoneme in *cap* is /k/. Changing the phoneme /k/ to the phoneme /m/ creates a word with a different meaning: *map*.
- Phonemes are combined into clusters and syllables to form words.
- Learning to distinguish among the phonemes in a language and using those perceived distinctions to construct words is a fundamental learning milestone in second language acquisition.
- In ESL instruction, teachers must remember that EL students may have trouble hearing the distinctive sounds in L2, especially if some sounds from L2 do not exist in L1 phonology.

Letters and Sounds

Note: In our discussion of phonology, we will use English alphabet symbols with diacritical marks to designate long and short sounds to reflect the typical classroom presentation of sound-letter correspondence.

The consonants and vowels of English are distinguished by the way they are produced in the vocal tract.

- **Vowels** are produced by air flowing through the vocal chords and the vocal tract with little restriction.
- **Consonants** are produced when parts of the vocal tract come together with friction, restriction, or obstruction.
- ESL teachers need to know some fundamentals of sounds in order to help EL students produce challenging sounds, perhaps by having them produce related sounds and being aware of how the sounds are produced.

Letters and Sounds (continued)

Consider “practicing” making vowel and consonant sounds and noticing how the air is flowing through your vocal tract or how parts of the vocal tract feel when you pronounce similar sounds such as ***pet*** and ***bet*** or ***ant*** and ***ain’t***.

- Simply opening or closing the larynx or relaxing or tensing parts of the vocal tract completely changes the sounds we produce.
- Such knowledge will be helpful for guiding EL students in understanding differences between L1 and L2 sounds.
- Knowing that EL students may have sounds in their L1 that are not in English or that English includes sounds not in the learner’s L1 will offer significant clarification for you as you work with EL students.
- InternationalPhoneticAlphabet.org offers an interactive IPA (international phonetic alphabet) chart that you can click on to hear the sounds.

Consonants

Linguists do not agree on the precise number of phonemes in English. General estimates are between 42 and 44, depending on variables such as dialect and changes in stress.

- There are about 25 consonant phonemes in English.
- 18 are represented by a single letter such as /n/.
- 7 consonant phonemes are orthographically represented by 2 letters such as /sh/ or /th/ or /ng/ (these 2 consonant sounds are known as *digraphs*).
- Digraphs do not represent a logical blending of 2 phonemic sounds but instead a new, created sound.
 - **For example,** /ch/ is not a phonetic blending of /c/ and /h/ but instead an entirely different sound.

Consonants (continued)

Consonants can be classified according to how they are produced. Remember that consonants are produced through friction in parts of the vocal tract and restriction of airflow.

- **Place of Articulation** – the specific part of the vocal tract where air is restricted. Restriction of airflow can occur at the lips, teeth, tongue, palate, or glottis (the vocal cords and the larynx);
- **Manner of Articulation** – how the air flow is restricted as parts of the vocal tract touch or are tensed or shaped to form the sound;
- **Voice or Unvoiced** – whether the vocal cords are open for free airflow or closed for restricted airflow.

Vowels

Standard American English has 15 vowel phonemes represented by the letters */a/*, */e/*, */i/*, */o/*, and */u/* individually and in combinations of diphthongs.

- The 15 vowels include 12 that represent single phonemes such as the */e/* in *pet* or the */u/* in *but*, and 3 **diphthongs** which are vowel sounds created by smoothly joining two separate vowel sounds as in *boy* which combines */o/* and */e/* sounds.
- Vowel phonemes are primarily produced by varying the tongue position, tensing or relaxing the tongue, and rounding or spreading the lips.

Phonology and SLA (second language acquisition)

For ESL teachers, this technical knowledge of how phonemes are produced is valuable in helping learners negotiate problematic areas of acquisition. Some sounds may be difficult for second language learners to produce because they are not in the **repertoire** of sounds in their native language.

- For example, the trilled *r* of Spanish is notoriously difficult for English speakers to produce because no consonants in English involve the configuration of the vocal tract required to say *rico* or *perro* in Spanish with a **trill** produced by vibrating the tongue.
- Similarly, moving from various L1 phonological systems to L2 English, learners have to contend with vowels and consonant configurations that don't exist in their L1.
- Knowledge of phonology enables ESL teachers to recognize learners' pronunciation "**errors**" as evidence of attempts at producing L2 sounds rather than a deficient pronunciation.

Phonology and SLA (continued)

For speakers of only one language, it is difficult to imagine what trying to hear the sounds of a different language in meaning-making contexts might be like. Consider what a different language *sounds* like when you have limited or no knowledge of the language and cannot distinguish sounds or words or hear meaningful sentences.

- If you have never tried to listen to a television or radio program in a different language, take some time to do that, particularly a language in which you have no experience.
- It may sound like gibberish, but if you know even a bit about the way the sound system of language works, you can start to recognize distinct sounds and eventually words.
- While English may not sound like gibberish to an EL student, ESL teachers do need to know how to use their phonological knowledge to help learners negotiate the meaning-making sounds of English.

Phonology and SLA (continued)

Teachers also need to recognize *invented spelling*, systematic but unconventional spelling that indicate the sounds a learner “hears”. Even in the writing of more advanced EL students, invented spellings are evidence of systematic growth and experimentation, not orthographic deficiency.

- For example, in a geometry class, a beginning or intermediate EL student might write the following sentence in an exit ticket about the day’s learning: *We learn that silendors has volym calculate with lent and radiz from the top.*
- The teacher should be able to recognize the crossovers from the students’ L1 phonological knowledge and see the “misspellings” as approximations of the content-area words ***cylinder*** and ***radius*** and other content area terms, recognizing the aberrant spellings as laudable attempts to join the conversation of the discipline.
- Knowledge of phonology gives ESL teachers a powerful tool for interpreting the linguistic efforts of EL students and for explaining how to move from error to achievement.

Phonology and SLA (continued)

Phonology matters as an ESL teaching resource because English is not a phonetic language, meaning there is no reliable correspondence between orthography and pronunciation. ESL teachers need to understand the source of apparent errors in spelling caused by mishearing or by inappropriate **transfer** of L1 sounds to L2 **orthography**.

- For ESL teachers, technical knowledge of phonology can be a huge advantage in helping EL students negotiate transfer of alphabetic and phonetic competencies from L1 into L2.
- Teachers with a good foundation in phonology can mentor EL students in understanding why alphabetic representations of L2 and L1 can designate different sounds.

Morphology

Morphology is the science of words and parts of words.

- Morphemes are the combination of phonemes into meaningful units represented by graphemes and recognizable, meaning-bearing sounds to form words and parts of words.
- Morphemes are the building blocks of English words.
- We construct new words by combining morphemes into new words.
- Native speakers of English learn these word parts quickly and intuitively, but EL students generally need help in transferring L1 knowledge into L2 morphology.

Morphology (continued)

There are two basic types of morphemes: **free and bound**

- **Free** morphemes can stand alone as words.
- **Bound** morphemes must be attached to other morphemes to make words.
- For example: Anglo-Saxon root words, or base words, are **free** morphemes.
 - They are short, common words used in everyday speech such as *help, night, dog, work, house, love, spell*.
 - They can stand alone, be combined into compound words (*doghouse*), or have prefixes and suffixes added to them (missspell, spelling).

Morphology (continued)

Roots with etymologies in Latin or Greek have to be combined in order to create meaningful English words.

- For example, ***struct*** is part of a affixed English word ***construction***. The prefix ***con-*** and the suffix ***-ion*** were added to the root to make a complete word.
- Another example: ***microscope*** is made up of two roots, ***micro*** and ***scope***, each of which can be combined with other roots or affixes to create new words.

Morphology (continued)

Suffixes and **prefixes** are a special type of **bound** morpheme. Two types of suffixes are added to Anglo-Saxon root words – derivational and inflectional morphemes.

- **Derivational** morphemes allow us to derive new words by adding meaning-bearing morphemes as suffixes or prefixes.
 - For example, we can derive nouns by adding *-ment* or *-ion* to root words. We can create adverbs by adding *-ly*
 - Derivational suffixes often change the root's parts of speech (*playful*, *lovely*).
- **Inflectional** suffixes do not change a word's part of speech.
 - Inflectional morphemes signal grammatical qualities such as possession (*child's*), number (*boxes*), verb tense (*helped*), and comparison (*louder*).

Examples of English Inflectional Morphemes

Morpheme	Grammatical Function	Examples
-s	Marker for present tense verbs used with third person subjects	My cat meows when she is hungry.
-ed	Marker for simple past tense and past participle forms with regular verbs	The ball bounced around the court. The ball had bounced all over the court before Jaime grabbed it.
-ing	Marker for creating progressive tense	Our team is winning by a large margin. My dad was waiting for us after the game.
-en	Marker for creating past participle verb forms of irregular verbs	my friends have eaten everything in the refrigerator. The teacher's favorite coffee cup was broken when someone bumped into her desk.
-s	Marker for regular plurals	My friends enjoy gatherings at my house.
-'s	Marker for regular possessive for proper and common nouns	The girl's story made everyone cry. Jaime's free throw clinched the team's victory.
-er	Marker to show regular comparison	The taller boys were immediately chosen for the team.
-est	Marker to indicate regular superlative	The quickest way to get in trouble is to ignore rules.

Morphemic Analysis in Teaching ESL

Special Note: it is a good idea to review basic information about English prefixes, suffixes, and roots before you attempt to take your certification exam.

- Find an internet list of common prefixes and suffixes
- Consider how easy it is for EL students to confuse prefixes that have similar meanings, like *un-*, *dis-*, *non-*, *anti-*, *ex-*.
- Or how easy it is to confuse a part of a morpheme for a prefix, as in *exam*, *undulate*, or *discipline*.

Another study strategy, is to find a list of roots common in your content area.

- For each content area, we can identify vocabulary that is distinct to the discipline with etymologies that require deep knowledge of structures of the discipline.

Morphemic Analysis in Teaching ESL (continued)

Consider the chart that show sample, specialized vocabulary from key content areas:

Math	Science	Social Studies	English Language Arts
Symmetry	Hypothesis	Chronology	Simile
Hypotenuse	Photosynthesis	Heritage	Metonymy
Numerator	Kinetic	Environment	Synecdoche
Rhombus	Metamorphic	Consumption	Hyperbole

Content-area teachers must be able to “deconstruct” discipline-specific terms using knowledge of roots, affixes, phonology, and orthography to help EL students understand the discipline-specific connections of content-area vocabulary.

Morphemic Analysis in Teaching ESL (continued)

One last point in our discussion of morphology: syllables and morphemes are not equivalent linguistic structures.

- Syllables are vowel-sound combinations that reflect the patterns of a specific language.
 - In English, syllables must contain a vowel, even if it's barely detectable vowel as in the *-ble* of *able*.
- Syllabic combination of sounds contribute significantly to the sound of language because syllables clearly reflect the "allowed" sounds and sound combinations in a language.
 - In English, for example, *ng* at the beginning of a word does not reflect English speech patterns but there are many *-ng* occurrences at the end of words or syllables as in *bringing*.

Syntax

Syntax refers to the rules of grammar that govern how sentences are formed based on word-order patterns.

- Syntax can be considered separately from meaning in order to help students understand how speakers of a language know how to put words together to form meaningful sentences.
- A vital aspect of linguistic knowledge is knowing how to construct meaningful utterances in a language by putting words together in the conventional syntactic patterns of the language.

Understanding how words, phrases, and clauses are combined into meaningful sentences requires a great deal of knowledge –

- from sentence types and sentence structures to parts of speech function and the mechanics of written language.
- “Syntax” is the root of most grammar instruction – the “rules” associated with writing and speaking are mostly traced to syntactic patterns and expectations.

What ESL Teachers Should Know About Syntax

A **sentence** is a group of words that expresses a complete thought. Linguists often refer to **utterances** rather than **sentences** because a complete thought can be expressed without the following traditional grammatical expectations for a “complete” sentence.

- Traditionally, in the context of didactic or prescriptive grammar, every sentence has a **subject** (whom or what the sentence is about) and a **predicate** (what the subject is, has, or does).
- However there are abundant exceptions when writers use non-conventional patterns to make a point, as in the passage from a student’s essay about winning a hard-fought basketball game against a rival team known for cheating and referee favoritism:

The fourth period was over and the buzzard sounded. The final score was 67-53. Our entire school went crazy. We finally beat Eagle Pass! Fair. And. Square.

What ESL Teachers Should Know About Syntax (continued)

Technically, the writer “broke” sentence-construction rules in the three one-word sentences. But, he did it to create a rhetorical impact (which will be discussed in the pragmatic section of this training).

- That the writer chose to ignore the rules of English syntax to create this passage is a testimony to the creativity possible when we know what we can do with language.

To help EL students understand basic English syntax, ESL teachers need to have firm, fundamental knowledge of structural and functional possibilities for creating and combining utterances we typically call ***sentences***.

What ESL Teachers Should Know About Syntax (continued)

English grammar generally presents **four** sentence *functions*:

- **Declarative.** A straight forward statement.
 - Examples: Israel read *One Hundred Years of Solitude*. He thought the original Spanish version was better than the English translation.
- **Interrogative.** A question, usually marked typographically with a question mark, and in terms of pragmatics, inflection changes when a question is being expressed.
 - Examples: Are we going to have read to read *One Hundred Years of Solitude*? Is *One Hundred Years of Solitude* based on a true story?
- **Exclamatory.** Surprise, outrage, anger, or any other emotive utterance. Usually marked with at least one exclamation point. Orally, an exclamation can be louder or can demonstrate the intended effect.
 - Examples: No way! 600 pages! You got to be kidding! Not happening!
- **Imperative.** Usually an explicit or implicit command.
 - Examples: For Tuesday, read the first 100 pages of *One Hundred Years of Solitude*. Do not show up without your book.

What ESL Teachers Should Know About Syntax (continued)

Sentences are also classified according to structure based on the configuration of independent and dependent clauses.

- **Independent** clauses can function as stand-alone sentences, but they can also be linked to other independent clauses or dependent clauses.
- **Dependent** clauses are minor (dependent) structures that must be syntactically and semantically linked to the major (independent) clause.
- (Reminder: a clause is a subject-verb combination).

What ESL Teachers Should Know About Syntax (cont.)

A **compound sentence** has two independent clauses that are joined with a coordinating conjunction such as *for, or, and, nor, yet, so,* or *but*, or with a **semicolon**.

- **Examples:** Jaime was late to class, **but** Ms. Petok did not mark him tardy. Jaime was late to class again today; he did not have an excuse.

A **complex sentence** has one independent clause and one or more dependent clauses.

- **Example with an independent clause and one dependent clause:** Jaime was late to class because his P.E. teacher assigned extra laps today.

A **compound complex** sentence combines a compound and complex structure.

- **Example:** Although Jaime was late to class, Ms. Petok did not mark him tardy, but warned him that this was the last time.

An important aspect of syntactic knowledge is that sentence structure can be used to modulate meaning. Syntactic density contributes to the simplicity or complexity of the message. For EL students, the dual literacy task of reading and trying to learn content-area knowledge in L2 creates a learning challenge that ESL teachers must address.

Syntax in Academic Texts

In order to read and respond to content-area text, English learners need to be guided in unpacking the meaning of dense, complex discipline-specific sentences. This is why ESL teachers in all disciplines need to know:

- how to talk about sentences,
- how to explain the relationships among simple, coordinate, and complex structures, and
- how to demonstrate how punctuation choices impact meaning.

Lets look at a passage from a social studies nonfiction text for late elementary to middle schoolers. The book presents the historical circumstance of the 1973 yellow fever outbreak in Philadelphia (the sentences are numbered for clarity in our discussion).

Syntax in Academic Texts (continued)

(1) ***Sunday, August 25.*** (2) The spread of the disease and of fear among the citizens had one immediate consequence: people began leaving the city. (3) Clothes were packed in haste, windows slammed and shuttered, doors locked tight. (4) Sometimes servants were ordered to stay behind to guard the house against thieves; sometimes everyone living under a roof fled. (5) Printer and publisher Mathew Carey watched sadly as “almost every hour in the day, carts, waggons, coaches, and chairs, were to be seen transporting families & furniture to the country in every direction.” (Murphy, 2003, p. 21)

Syntax in Academic Texts (continued)

What a social studies teacher should notice in the sentences and explain to students:

- The “announcement” of the day in boldface as a lead-in to the paragraph. Sentence (1)
- The use of a colon and a semicolon in the passage, two punctuation marks that significantly impact the writer’s directions about how a passage should be read. Sentences (2) and (4).
- The use of parallel s-v-o structures in Sentence (3) with an understood **were** in the second and third strings.
- The use of a direct quote from a contemporaneous document with the spelling and punctuation of the original preserved “waggon.”

Content-area teachers need to demonstrate to students the discipline-specific structures and linguistic cadences of the content area.

- Students need to know that reading a novel in English is different from reading a math problem and different in turn from reading a historical document.
- They need direct instruction in knowing how to make adjustments for reading and writing in different content areas.

Semantics

Semantics is the study of meaning.

- Meaning does not reside in individual words but in the speaker/user's intent within designated contexts.
- Semantics is a complex study of how we use words to affect action on the world, to get things done to express ourselves.
- Words also have variable meanings depending on circumstances, audience, tone, figurative use, idiomatic expressions, and idiosyncratic inventiveness.
- And words have denotations and connotations which add "extra" meaning to the simple word.

Semantics (continued)

For example, consider the word *family*. Most people think it's a straightforward word that denotes blood relationships. But look at these semantic variations of the word:

Semantic Variation Examples

The Rodriguez family is growing	The Rodriguez's are some "family"	The Corleones redefined how we think of family.
The family of man	The Addams Family	Our new SUV changes the way we family.
Family time	Family man	Family vacation
We are family	All in the family	Family tree

Semantics (continued)

One of the most difficult aspects of EL experience is figurative language, especially idioms.

- Idioms are expressions that cannot be processed through literal meaning;
- historically, through creative invention and usage, idioms have acquired figurative meanings that can sometimes be traced to a logical origin but sometimes cannot, thus the meaning cannot be lexically explained.
- Because of the lack of literal meaning, idioms are difficult for EL students to understand.

Some examples of Idioms

Dog eat dog world	Heavy hitter	Spilled the beans
Rings a bell	Grass is greener on the other side	Piece of cake
Straight from the horse's mouth	Over the moon	Hit the road
The other side of the tracks	Water under the bridge	Crying over spilt milk
Egg on your face	Hit it out of the park	Starting from scratch

Semantics (continued)

Idioms can be very difficult for ESL students to understand because of all the traditional context clues and semantic clues we rely on in a lot of communication, are absent with idioms.

- A college teacher tells a story of a recent immigrant from Asia who was working in a service industry. She told her boss that she was taking a quick lunch break and would be going to the cafeteria to get a sandwich. The boss said, "Okay, but step on it." The student told her college teacher that she could not **fathom** why her boss wanted her to step on her sandwich.

All languages have idioms. **A fun learner-centered ESL activity** would be to have EL students share idioms from their native language and explain and illustrate the meaning by trying to translate them into English.

Promoting Semantic Growth in EL Students

Semantics is far more than vocabulary, but in classroom context, students' semantic growth is strongly promoted through attention to vocabulary. In fact, throughout ELPS, vocabulary is cited as a marker for proficiency in English. Teachers can promote semantic growth in traditional and creative ways:

- Word walls maintained by learners are aimed at promoting semantic growth.
- Word walls in content-area classes can help learners master the lexicon of a specific discipline, a competency that is vital to mastery of content-area concepts.
- Traditional vocabulary quizzes can be direct, **albeit** not very creative, ways to assess students semantic growth.
- On-the-spot, just-in-time opportunities during class can show students how word choice works powerfully to operationalize meaning and intention in our language choices.

Semantic growth is modulated by communicative interactions. Words don't have user-specific meaning until they can be used in authentic communicative contexts.

Pragmatics

Pragmatics pulls together a language user's literal knowledge of language structures in deliberate efforts to act upon the world.

- Pragmatics is the study of how we use language to do things and to get others to do things.
- Pragmatics looks at the real, practical intentions operationalized by our linguistic choices.
- Pragmatics sometimes reveals power relationships.

Example: let's look at a simple, typical exchange of classroom discourse:

Students: "What do we have to do for homework?"

Teachers: "You don't *have* to do anything. I just make the assignment and you can make the choice to do it or not to do it."

Pragmatics (continued)

Pragmatics allows us to look at this very simple exchange from several perspectives.

- Perhaps the student was simply, innocently asking for objective information, but if the question was uttered indifferently or aggressively, the teacher's response would show a reaction to the student's tone, which is an element of pragmatics.
- However, if the student simply wanted basic information and the teacher responded the way we see here, the teacher is highlighting a power relationship: "homework" may be something that can be completed or not, but choosing not to complete it will have negative consequences for the student.
- All of that is implied in the teacher's comment that goes way beyond a simple, objective, informative response.

Pragmatics (continued)

Lets consider an alternative teacher response:

“Just do the three questions I put on the board. Shouldn’t take you more than about 5 minutes since we spent so much time on the story in class today.”

- The pragmatics are starkly different.
- In the alternative teacher response, we see a friendly, student-centered, equitable tone but *pragmatically* the intent is identical to the first response: **both responses are aimed at getting the student to do the homework.**

This is what pragmatics is all about: adding tone, modulation, and rhetorical context to enhance meaning and support intentionality.

Registers

Register refers to the variety of language appropriate in a given situation.

- Everyone, including ESL students, somewhat intuitively knows that different rhetorical situations require different, appropriate use of style, tone, vocabulary, and other linguistic elements.
- Simplistically stated, registers explain why we speak differently to authority figures, our friends, our family, and strangers.
- Registers also extend to expectations for certain kinds of linguistic acts that don't carry over from one environment to another.
 - Consider something as ordinary as the environment of an elevator.
 - The appropriate register for interactions with strangers in an elevator might include avoiding eye contact or making meaningless, **phatic** small talk.
 - This would not work in a classroom or in afterschool band practice session or in a conference with a teacher.

Registers (continued)

Most fluent speakers are able to communicate in a variety of registers: *formal* with strangers, *informal* with friends, *technical* in the workplace, and *colloquial* to *slang* with the closest discourse groups.

- Most English learners understand the concept of adapting language as a sign of respect for older family members, adults, and authority figures in their culture, but it may be difficult to transition that knowledge of L1 registers to L2.
- Consider how L1 learners have to concentrate on simply expressing what they want to express in L2.
- The registers requirement adds a layer of linguistic self-consciousness and filtering that may impede communication.

Although English learners may understand the concept of registers, they do not have the same intuitive sense as native speakers about the appropriateness of specific English words and grammatical structures in distinct communicative settings.

English Language Proficiency Standards (ELPS)

The Texas Administrative Code presents the English Language Proficiency Standards (ELPS) as descriptive statements of student performance levels and student expectations in 4 proficiency levels, stipulating that school districts must implement ELPS “as an integral part of each subject in the required curriculum” (TAC, 2007).

- ELPS clearly shows the cross-curricular responsibility for promoting English Proficiency in EL students and the integration of proficiencies in Listening, speaking, reading, and writing.
- Additionally, ELPS specifies criteria for assessing students as beginning, intermediate, advanced, and advanced high EL proficiency levels.

English Language Proficiency Standards (continued)

ELPS presents responsibility for ESL instruction as collective and collaborative among all subject areas. Competency 1, which focuses on language concepts and the structure and convention of English, suggests needed ***accommodations*** to support learners as they move toward higher levels of language proficiency.

- “Accommodation” means learner-centered modification not simplification.
- ELPS specifically mentions communication, sequencing, and scaffolding as types of accommodations.
- As operationalized in classroom activities, accommodation means creating learning activities that do not single out EL students but that provide holistic, equitable participation for all learners while providing language support to EL students.

English Language Proficiency Standards (continued)

Cross-curricular modifications include the following classroom teaching activities:

- Using more visuals in lessons
- Creating opportunities for interactive class work that relies on collaboration
- Creating whole-class discussions that include community-building activities so that EL students are able to participate
- Integrating kinesthetic activities
- Providing **succinct** summaries of class lessons at the end and beginning of the class
- Allowing time for all learners to copy important lesson information in their notebooks.

Furthermore, **content-area teachers have special responsibilities to guide EL students in recognizing distinct terminology, discipline-specific syntactic structures, and discourse boundaries relevant to the discipline.**

Interrelatedness of Communicative Skills

The focus of linguistics provided in Competency 1 underscores the interrelatedness of reading, writing, speaking, and listening in EL students' journey toward English proficiency.

Interrelatedness means that these apparently distinct language proficiencies actually exist in the learner's linguistic repertoire as cohesive comprehension of L2 input.

Interrelatedness of Communicative Skills (continued)

What does interrelatedness look like in a class?

- Lets consider a science lesson on arachnids in an elementary classroom where most of the students are EL intermediate level learners.
- This example, as helpful as it is for ESL instruction, does not segregate EL students; instead, it offers equitable participation opportunities for all learners.

Speaking: the teacher sets a large toy spider on the desk. Working in pairs, students construct a list of at least five adjectives to describe their affective response to spiders. Students share their responses orally, each pair explaining their choices, and the teacher responds distinctively to each pair as the response is written on the whiteboard.

Listening: The teacher presents a mini-lesson on basic arachnid anatomy, using visuals and stopping every few minutes to do quick assessments of students' understanding of the scientific terms.

Interrelatedness of Communicative Skills (continued)

Reading: students read a few pages from E.B. White's early draft of the first chapter of *Charlotte's Web* where he describes the spider in scientific terms. White rejected this opening and eventually constructed the one where Fern, the main character, is in the kitchen when her father walks out with the ax (Elledge, 1984, pp. 278-296). Then, the teacher reads the actual published version of the novel, asking students to contrast the scientific draft and the final story.

Writing: students do a quick write describing their reaction to spiders. The teacher offers three starter sentences for students to choose from: (1) I don't like spiders because ...; (2) I don't understand why so many people don't like the spiders ...; (3) What would happen if we didn't have spiders?

Interrelatedness of Communicative Skills (continued)

As we consider what “interrelatedness of listening, speaking, reading and writing means,” we should keep in mind that EL students are not only acquiring a second language but are also learning the language and discourses of many different disciplines.

- Each content-area teacher, thus, should be a mentor, guide, and coach in helping EL students use their own linguistic skills to join the conversation and productivity of each discipline.
- Knowing the basics of linguistics and having a full understating of ELPS will enable you to *see* the progress that EL students are making.
- You will be able to see that “errors” actually point to attempts, to progress, and to growing competence.

Self-Check

- What is phonology
- What is morphology
- What is syntax
- What s semantics
- How does pragmatics reflect overall linguistic knowledge?
- What is a register
- Why do content-area teachers need to have knowledge of linguistics?
- Can you construct a teaching scenario in your discipline that creatively and effectively integrates speaking, listening, reading, and writing in a way that would support EL students' learning needs?
- What does "interrelatedness" of listening, speaking, writing, and reading "look like" in a real ESL teaching situation?

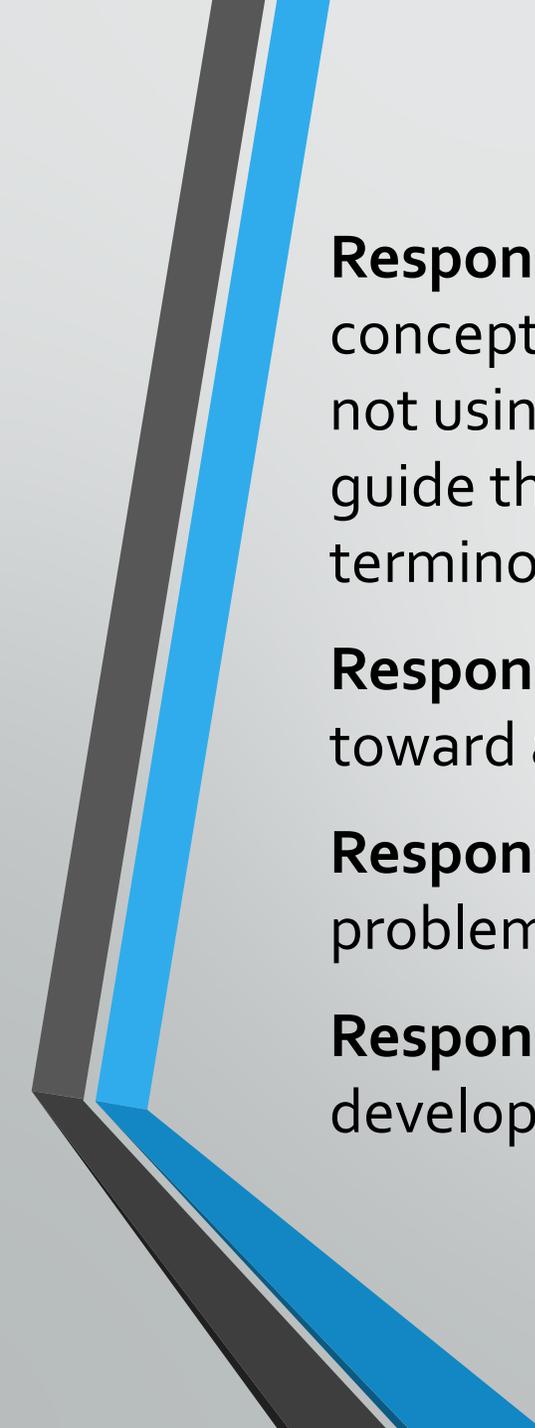
Practice Items for Competency 1

1. A grade 4 beginning-level EL student includes the following sentence in a short report on rivers in Texas for his science class:

The little rain make the rivers to be empty

The teacher has a short conference with the student as part of the whole-class formative assessment follow up on the report. Which of the following teacher comments to the learner most effectively shows that the teacher is using knowledge of structure and conventions of English to promote the student's content-area learning?

- A. The teacher says to the student, "This looks great. You are right about how not enough rain keeps rivers levels low."
- B. The teacher has the student orally read passages from the chapter where the words *drought* and *lower river levels* are used and guides the student to revise the sentence using content vocabulary.
- C. The teacher says to the student, "You should reread the chapter, look up the key words on the first page, and write the definitions in your science spiral."
- D. The teacher marks the sentence as follows: "Makes should be causes, to be empty should be to show reduced water levels." The teacher also tells the student to rewrite the sentence correctly and resubmit the report.



Response B is correct. The item focuses on content-area vocabulary and concepts. The student's sentence suggest he understands the concepts but is not using the appropriate content-area vocabulary. The teacher's response guide the learner toward recognizing the specificity of content-area terminology and using the terminology to demonstrate his learning.

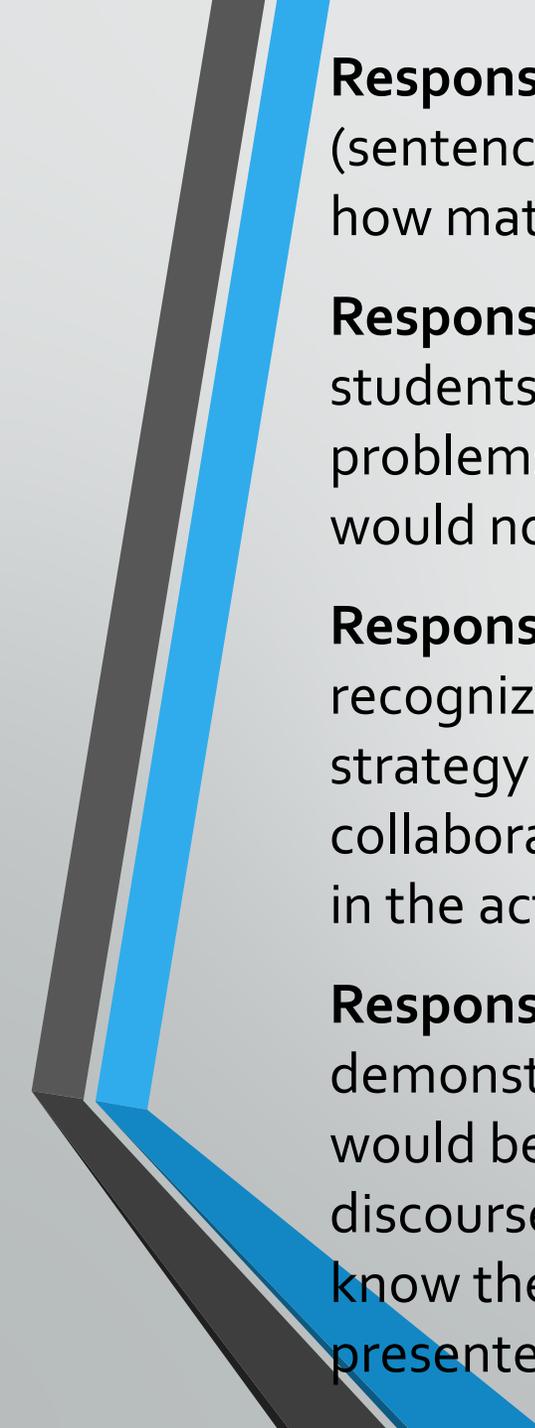
Response A is incorrect because the teacher does not help the student move toward a higher level of proficiency in academic content.

Response C is incorrect because it does not show the student what the problem is or how to recognize key content-area vocabulary.

Response D is incorrect because it does not guide the learner toward developing awareness of his own learning processes.

Practice Items for Competency 1 (continued)

2. A middle school math teacher has a class in which about half of the students are intermediate to advanced level EL students. The students are having trouble recognizing the structure of word problems. Which of the following initial strategies would promote EL students' linguistic knowledge in working out word problems.
 - A. The teacher creates a paradigm for word problems, showing how the first sentence introduces the scenario with a statement, the next sentence poses a math operation, the next sentence clarifies the extent of the operation, and the last sentence sets up an instruction or directive.
 - B. The teacher distributes manipulatives (pencils, crayons, marbles, and straws) and has students work in groups to create word problems using the objects as triggers for the problems.
 - C. The teacher has students work in groups in a class contest to solve a set of word problems. The group that solves the most word problems in five minutes earns a bonus 10 points on the week's grade.
 - D. The teacher writes a word problem on the board which includes confusing and extraneous information. The teacher leads a whole-class discussion in which learners rewrite the sentences to create a solvable problem.



Response A is correct. This response shows the teacher using knowledge of syntax (sentence functions) and the discourse of word problems to help students understand how math problems are constructed.

Response B is incorrect. It would be an effective next step in this lesson, once the students understand the discourse parameters of the word problem. Creating their own problems would show a higher level of problem-solving proficiency, but response B would not be the best initial strategy in the item scenario.

Response C is incorrect. It would not be the best initial activity for helping learners recognize the structure of word problems. It would work as an effective classroom strategy later in the lesson on understanding word problem construction. The collaboration and the competitiveness of the contest would boost learners' engagement in the activity.

Response D is incorrect. It does present an interactive opportunity for learners to demonstrate their understanding of the discourse of the word problems. However, this would be a higher-level activity that would work as a follow-up to the more fundamental discourse-centered strategy of Response A. Response D assumes that learners already know the way sentences function to create the discourse of word problems, which, as presented in the item stem, is the problem the teacher is trying to address.

This Concludes

Competency 1 Fundamental Linguistic Knowledge: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Thank you!

7 Steps to a Language – Rich Interactive Classroom by John Seidlitz and Bill Perryman

- Focuses on **student interaction** with academic literacy
- Teaches students learning strategies that will help them find **success in the real world**
- **Based on four key ideas, or TIPS**, that lay the groundwork for a successful language-rich interactive classroom
 - **Total** Participation
 - **Incorporate** Academic Vocabulary
 - **Promote** Literacy and Language Development
 - **Support** for Struggling Learners

Step 3: Randomize and rotate when calling on students.

Many teachers have struggled with finding ways to manage a classroom full of diverse learners.

- The same few students always raise their hands to respond as the rest of the class sits.
- We often end up calling on the energetic participators because they usually know the answer, and it allows us to maintain the pace of our lesson.
- Every so often we insist that other students respond, and we are met with frustration, anxiety, or a blank stare.

Solution 1: Randomizing

Randomizing is one effective way to overcome this problem and It requires very little planning.

- Create a simple system, like using index cards or Popsicle sticks with each student's name, and rely on that system when calling on students.
- This changes the way we ask questions. We avoid using phrases like:
 - "Who can tell me ...?"
 - "Let's see who knows ...?"
 - "Does anyone know ...?"
 - "Can someone tell the class ...?"

Solution 1: Randomizing (continued)

For the most part, these phrases encourage the participatory students who continue to shout out and dominate discussion. Our goal is to have everyone involved in discussion so that we can assess all students' understanding of concepts, not just those students who enjoy participating.

- When we do not use random selection to assess students, we are only checking the understanding of a few highly motivated students.
- When randomizing, the questioning technique then looks like this:
 - Ask the question.
 - Pause.
 - Select a student to respond using a random selection system.

Solution 1: Randomizing (continued)

It is important to ask questions without solicitation of volunteers. In some cases, it helps to ask students not to raise hands; this eliminates the temptation to call only on those who volunteer.

- Pausing after a question gives everyone a chance to think, and it creates some **positive tension** as students wonder who will be chosen.
- Next, we use random selection, by drawing an index card from a pile, for example.
- This ensures that all students are paying attention and have a fair chance to be called on to respond.
- Asking questions in this way promotes higher student engagement and more accurate assessment of student understanding.
- With this method, students grow accustomed to always being prepared to respond, and we grow accustomed to using cards or sticks whenever we ask questions or have discussions.

Solution 2: Rotating

Using a rotating strategy works best with some classroom discussions. The strategy ***Numbered Heads Together*** is an easy way to get everyone involved and avoid the problems of calling on the same students again and again. Here are the steps:

- Divide students into groups of four.
- Ask students to count off within the group (1-4) so each person has a number.
- Ask a question.
- Give groups a chance to talk to each other about the answer.
- Ask one number to stand up in each group. For example, "All Ones, please stand up."
- Have the number One person report for the group.
- Instruct students to respond with this sentence stem if they have the same response as another group: "We agree that ... because ..."

Solution 2: Rotating (continued)

Repeat the procedure with other questions until each number from (1-4) has been called, giving every person an opportunity to speak for the group.

- Numbered heads together is used best with open-ended questions that have more than one possible response.
- Of course, all students should share their answers in complete sentences.

Other ways to randomize and rotate include:

- Marking seating chart as students are called on,
- numbering desks, and
- using computer programs to randomly select student names.

The important thing is not which system we use, but that we have a system in place.

- It is important to include everyone and not to leave any students out.
- Those students are usually the ones whom would most benefit from active participation, such as:
 - at-risk students,
 - students with special needs, and
 - English Language Learners

What the Research Says

Student engagement is highly correlated to student achievement.

- Learning increase when students are focused on tasks during instruction.
- Rotating responses is particularly helpful in maintaining accountability during cooperative tasks.
- A recent study found that students who attended lectures that utilized random questioning out-performed similar students in classes where random oral questioning was not used by 20%
- The research suggest that random oral questioning increases student
 - preparedness,
 - attentiveness, and
 - achievement.

Frequently Asked Questions

How often would we use randomizing and rotating for questioning?

- In order to check for student understanding, randomizing and rotating should take place in every classroom whenever there is whole-class discussion.
- If you want to check for understanding, you must randomize, or rotate, whom we select to respond to questions.

Note: It is not necessary to randomize every single question.

- A helpful guideline is to call on students randomly every time a new question or a new topic is introduced.
- If you want to generate a flow of ideas on a topic after using random selection, you can open the class discussion to all.

Frequently Asked Questions (continued)

What should we do about students who blurt out answers?

- A good starting point is to explain why we want students to avoid calling out answers.
- Setting up a role-play with two students having a conversation and a third student who constantly interrupts is a great strategy that provides a clear example for students.
- After watching this role-play, ask student what they think of the interruptions and have them write their responses.
- As you review the responses, most students will describe such behavior as rude, unkind, anti-social, immature, etc.
- Explain that when we call on a student by name, we have begun a conversation.
- If others choose to talk over the conversation, they are interrupting, and this behavior shows them in an unfavorable light.

Frequently Asked Questions (continued)

Should we place the index cards and Popsicle sticks back in the stack or would we take them out one-by-one to make sure everyone gets a chance to respond?

Different teachers have different answers to this question. Some student know they will no longer be called upon when their stick or card is removed, and they check out of the discussion. This problem can be solved if you:

- Return the cards to the bottom of the stack. Draw mostly from the top half of the stack, occasionally drawing from the bottom so that student names have the potential of occurring again.
- Use a “double bucket” for the sticks. Let the outside bucket hold the student names who have not yet been called, and let the inside bucket hold student names who have already been called. Draw from the outside bucket during discussions; occasionally draw from the inside bucket so that the names can be called again.
- Combine randomizing and rotating. During a discussion using numbered heads together, call on all the Twos to share. Afterward, randomly call on a student to respond to what the Two said by using the sentence starters: “I agree with ___ that ...” or “I disagree with ___ that ...”

Frequently Asked Questions (continued)

What about students who are way behind their peers? Won't it embarrass them if we call on them?

Teaching students what to say when they don't know the answer (Step 1:) solves the problem.

- Students can feel confident when called upon because even if they don't know the answer, they always have an appropriate response, such as:
 - May I please have some more information?
 - May I please have some time to think?
 - Would you please repeat the question?
 - Where could I find more information about that?
 - May I ask a friend for help?

Frequently Asked Questions (continued)

Will it discourage students who want to share if I randomize and rotate responses? Will they not want to participate if I redirect them when they blurt out answers?

Students who like to talk and share in class are sometimes frustrated at the beginning when they can no longer be the center of the teacher's attention. Many students are used to dominating classroom discussions, and their sense of self-worth is tied to their ability to answer questions and share thoughts.

- Sometimes these students will complain about the use of randomization techniques.
- When we vary our questioning techniques, include Numbered Heads Together, and increase the amount of student-to-student interaction, these students will have their needs met.

This Concludes

Step 3: Randomize and rotate when calling on students.

7 Steps to a Language – Rich Interactive Classroom by
John Seidlitz and Bill Perryman

Thank you