

ESOL 101

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Myths or Realities About ELL?

1. Most ELL children were born outside of the U.S.
2. Learning a second language is entirely different from learning one's own native language.
3. Once ELL children speak reasonably fluently, their problems are likely to be over in school.



Top Languages in the World:

Language	Approx. number of speakers
1. Chinese (Mandarin)	1,075,000,000
2. English	514,000,000
3. Hindustani	496,000,000
4. Spanish	425,000,000
5. Russian	275,000,000
6. Arabic	256,000,000
7. Bengali	215,000,000
8. Portuguese	194,000,000
9. Malay-Indonesian	176,000,000
10. French	129,000,000



<http://www.nvtc.gov/lotw/months/june/BahasaIndonesia.html>

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Top Languages in the U.S. (There are 176 languages spoken.)

1.	English	215,423,557
2.	Spanish	28,101,052
3.	Chinese	2,022,143
4.	French	1,643,838
5.	German	1,383,442
6.	Tagalog	1,224,241
7.	Vietnamese	1,009,627
8.	Italian	1,008,370
9.	Korean	894,063
10.	Russian	706,242



Terminology

- ESOL
- ESL
- LEP
- L2
- *ELL



Length of Time to Achieve English Proficiency:

- 1-2 years (Conversational or BICS)
- 5-7 Years (Academic or CALP)



English Language Proficiency Levels:

- Beginning
- Intermediate
- Advanced
- Limited Formal Schooling (LFS)



1st Language Acquisition:

- Learned at home
- Learned by young children
- Learned to communicate to loved ones
- Largely an unconscious process
- Not much time pressure
- Must learn developmental concepts as well as language



Similarities between 1st and 2nd Language Acquisition:

- Errors indicate learning is taking place
- Learn certain aspects of language in a relatively predictable order
- Understands more than he can say



FAQ about ELL:

- What should I do about errors made when ELL speak?
- How soon will he become fluent in English?
- Why do some children clam up?
- How do you distinguish a learning disability from a language disability?



First days...

- Pronounce the student's name correctly
- Learn a few phrases in his language
- Show respect
- Provide a buddy
- Plan interactive activities
- Find out his interests



Questions to teach Beginning and Intermediate English Speakers

- Point to/show me
- Yes/no
- Either/or
- What, where, when
- How
- Why



Document:

- Native language spoken
- Prior school attended in U.S. (if any)
- Was English studied in his native country?
- What strengths does the student have? (art, math, etc.)



Potential checklist to use:

- Relies on interpreter
- Gets assistance from teacher
- Asks you to repeat
- Uses facial expressions, points, gestures
- Draws pictures
- Writes thoughts on paper
- Repeats
- Speaks carefully



Collaborative Groups:

- Buddy system
 - To learn daily routines
- Writing response
 - Provides an audience, immediate response to writing
- Literature circles
 - Helps use background knowledge and value individual responses



Selecting Reading Materials:

- Help students discover values and functions in written language
- Allow writing for various purposes
- Take in account cultural backgrounds and background knowledge



Characteristics of Texts that Support Reading Comprehension:

- Predictable
- Represent culture
- Represent similar experiences
- Visuals support text
- Interesting/imaginative
- Natural language



Reading Non-Fiction:

- Build background knowledge
- Teach essential vocabulary
- Set a purpose for reading
- Ask questions before, during, and after the reading to enhance comprehension



Strategies to Use with ELL Students:

- Wait time
- Before/During/After Reading Strategies
- Visual Scaffolds (pictures)
- Read Alouds
- Thematic Instruction
- Journaling
- Message Boards



Thematic Units:

- Use them whenever possible...
 - It helps ELL students know what you are talking about
 - They can make connections



Thematic Unit on Cultural Backgrounds:

- ABC Book
- Family Tree
- Maps
- Research
- Travel Brochures
- International Recipe Book
- Multicultural Corner



Work on Strengths...Think MI:

- Bodily/Kinesthetic
- Intrapersonal
- Interpersonal
- Linguistic
- Logical/Mathematical
- Musical
- Visual/Spatial
- Naturalistic



Resources:

FIND OUT WHAT THEY ARE!

- Other students?
- ESOL teachers?
- Adult volunteers?
- Mentor programs?
- Translation services?



Useful References:

Center for Applied Linguistics
<http://www.cal.org/index.html>

Classroom Instruction that Works, by Jane Hill and Kathleen Flynn

Fifty Strategies for Teaching English Language Learners (2nd Edition), by Adrienne L. Herrell and Michael L. Jordan

Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers (4th Edition), by Suzanne F. Peregoy and Owen F. Boyle

Teachers for English Speakers of Other Languages (TESOL)
http://www.tesol.org/s_tesol/index.asp

