

Who is an English Learner (EL)?

Any student who has a primary or home language other than English (as determined by the Home Language Survey on the Registration form)

AND

scores as Non-Proficient in English listening, speaking, reading, or writing (as determined by an English language proficiency assessment)

- Birth country may determine immigrant status, but does **NOT** determine EL status
- Many of our ELLs are born in the U.S

Grade level placement - The goal should be to place the student in a grade level that is appropriate for his or her age level, and then provide the additional support needed. The reason for this recommendation is that it is important for students to be placed with same age peers to meet their socialization needs.

English Language Proficiency Levels

- **Level 1** Has limited understanding of isolated words
- **Level 2** Starts using single words or simple phrases
- **Level 3** Begins to understand simple sentences, but still may require some repetition; has limited command of language structure
- **Level 4** Skills are adequate for most day-to-day communication needs; has difficulty with complex structures and abstract academic concepts
- **Level 5** Can participate in academic topical conversations with minimal difficulty. Students are able to cope in the classroom but will still need help with vocabulary, idioms, writing and content such as social studies.



	Listening	Speaking	Reading	Writing
Level I Pre-functional	<ul style="list-style-type: none"> Has zero to very limited ability in understanding spoken English Relies on non-verbal cues such as gestures and facial expressions, and requires frequent repetition/rephrasing to understand spoken language May understand some isolated words, some social conventions, and simple directions, commands and questions 	<ul style="list-style-type: none"> Has zero to very limited ability in speaking English May say or repeat common phrases, words and formulaic language May be able to provide some basic information in response to requests and questions Can ask one or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> Has zero to very limited ability in reading English May demonstrate some basic concepts of print (front-to-back, top to bottom, left-to-right) May distinguish letters from other symbolic representations May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> Has zero to very limited ability in writing English Can participate in writing activities by drawing pictures May be able to copy letters or form them from memory May be able to copy some words May attempt to apply some writing conventions, but often does so inappropriately
Level II Beginning	<ul style="list-style-type: none"> Understands simple, short statements and questions on a well-known topic within a familiar context Can follow simple multi-step directions Can identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic May still need repetition and rephrasing 	<ul style="list-style-type: none"> Predominantly uses formulaic patterns and memorized phrases Uses language that is often marked by the lack of tense, number, and agreement Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary Responds to questions usually with one or two-word answers 	<ul style="list-style-type: none"> Begins to identify the names of both upper and lower case letters of the alphabet Can identify where words begin and end Can follow multi-step directions depicted graphically During read aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures 	<ul style="list-style-type: none"> Produces writing that is marked by the lack of tense, number, and agreement Makes frequent errors in mechanics such as punctuation and capitalization Writes most effectively when supported by a visual, a shared experience, or scaffolding Can begin to revise or edit own writing with teacher support

How do I know what the levels of my students are?

- Every English Learner has a Service Plan (legal document similar to an IEP)
- The plan has 3 basic components:
 - ▶ Levels of language proficiency
 - ▶ Services
 - ▶ Accommodations - instructional and testing
- Every teacher working with English learners needs to be aware of their proficiency levels and provide instructional and assessment accommodations specified in the plan across all school settings



Two Basic Types of Language Proficiency

Basic Interpersonal Communication Skills

- ▶ Conversation, jokes
- ▶ Concrete
- ▶ Context embedded
- ▶ Nonverbal cues
- ▶ Can clarify meaning
- ▶ Familiar concepts
- ▶ 2-3 years to acquire
- ▶ **HUMOR/Jokes and Idioms are very hard to understand (cultural context)**



Cognitive Academic Language Proficiency

- ▶ Lectures/Texts/Tests
- ▶ Abstract
- ▶ Context reduced
- ▶ Few non-verbal cues
- ▶ New ideas/concepts and language
- ▶ **5-7+ years to acquire (newest research may indicate up to 11 years)**

Factors Affecting Second Language Acquisition

- ▶ Motivation
- ▶ First language development
- ▶ Language distance
- ▶ Access to the language
- ▶ Age
- ▶ Personality and learning style
- ▶ Peers and role models
- ▶ Quality of instruction
- ▶ Culture



Quick Summary

- Second language acquisition is a developmental process which requires very strategic supports over time provided on consistent basis
- Be respectful of the silent period
- Closely monitor growth in addition to level of performance
- Encourage use of first language at home and at school whenever possible

Background Information



- ▶ How do I make this child's life shine in this school?
- ▶ What is the home country?
- ▶ What are famous points about that country?
- ▶ What are cultural norms that are specific to that child?
- ▶ How can you use these as teachable moments?
- ▶ How do I help engage and find meaning/connections in what I'm teaching?

Resource: [Countries and their cultures](#)



Parent Involvement

- ▶ Are we accessible (language, times, locations)?
- ▶ Do we communicate in other languages and have we asked?
- ▶ Are parents personally invited to activities and do they have an understanding of what they are invited to?
- ▶ Have we invited extended family members?
- ▶ Are they aware of hidden rules? Have we been overt?