

Presenting



Second Language Acquisition/Accommodations

Dr. Julio Acevedo
ESOL Director
Lake Wales Charter Schools



AGENDA



Objective



Stages



Strategies



Questions



Accommodations





OBJECTIVES

- Provide the best teaching practice to our ELL students.
- Understand the stages of the second language acquisition.
- Create a safe classroom environment, understanding our ELL student's accommodation needs.





EFFECTIVE **ELL** INSTRUCTION

- *Reflects* students' stages of language acquisition.
- *Helps* students move through the language acquisition levels.
- *Engages* ELLs at all stages of language acquisition in higher-level thinking activities.





STAGES OF SECOND LANGUAGE ACQUISITION

- Preproduction - 0–6 months
 - The student
 - Has minimal comprehension.
 - Does not verbalize.
 - Nods "Yes" and "No."
 - Draws and points.
- Teacher prompts:
 - Show me ...
 - Circle the ...
 - Where is ... ?
 - Who has ... ?





STAGES OF SECOND LANGUAGE ACQUISITION

- **Early Production – 6 months to 1 year**
 - The student
 - Has limited comprehension
 - Produces one- or two-word responses.
 - Uses key words and familiar phrases.
 - Uses present-tense verbs.
- **Teacher prompts:**
 - Yes/no questions
 - Either/or questions
 - Who ... ?
 - What ... ?
 - How many ... ?





STAGES OF SECOND LANGUAGE ACQUISITION

- **Speech Emergence – 1-3 years**
 - The student
 - Has good comprehension.
 - Can produce simple sentences.
 - Makes grammar and pronunciation errors.
 - Frequently misunderstands jokes.
- **Teacher prompts:**
 - Why ... ?
 - How ... ?
 - Explain ...
 - Questions requiring phrase or short-sentence answers





STAGES OF SECOND LANGUAGE ACQUISITION

- Intermediate Fluency - 3-5 years
 - The student
 - Has excellent comprehension.
 - Makes few grammatical errors.
- Teacher prompts:
 - What would happen if ... ?
 - Why do you think ... ?
 - Questions requiring more than a sentence response





STAGES OF SECOND LANGUAGE ACQUISITION

- Advanced Fluency - 5-7 years
 - The student has a near-native level of speech.
- Teacher prompts:
 - Decide if ...
 - Retell ...





STAGES OF SECOND LANGUAGE ACQUISITION

THE FOUR STAGES OF SECOND LANGUAGE ACQUISITION

STAGE I

PRE-PRODUCTION

- MINIMAL COMPREHENSION
- NO VERBAL PRODUCTION

CLASSROOM ACTIVITIES:

LISTEN DRAW
POINT SELECT
MOVE CHOOSE
MIME ACT/ACT OUT
MATCH CIRCLE

STAGE II

EARLY PRODUCTION

- LIMITED COMPREHENSION
- ONE/TWO WORD RESPONSES

CLASSROOM ACTIVITIES:

NAME LIST
LABEL CATEGORIZE
GROUP TELL/SAY
RESPOND ANSWER
DISCRIMINATE

STAGE III

SPEECH EMERGENCE

- INCREASED COMPREHENSION
- SIMPLE SENTENCES
- SOME BASIC ERRORS IN SPEECH

CLASSROOM ACTIVITIES:

RECALL SUMMARIZE
RETELL DESCRIBE
DEFINE ROLE-PLAY
EXPLAIN RESTATE
COMPARE CONTRAST

STAGE IV

INTERMEDIATE FLUENCY

- VERY GOOD COMPREHENSION
- MORE COMPLEX SENTENCES
- FEWER ERRORS IN SPEECH

CLASSROOM ACTIVITIES:

ANALYZE LIST
CREATE CATEGORIZE
DEFEND TELL/SAY
DEBATE ANSWER
PREDICT HYPOTHESIZE



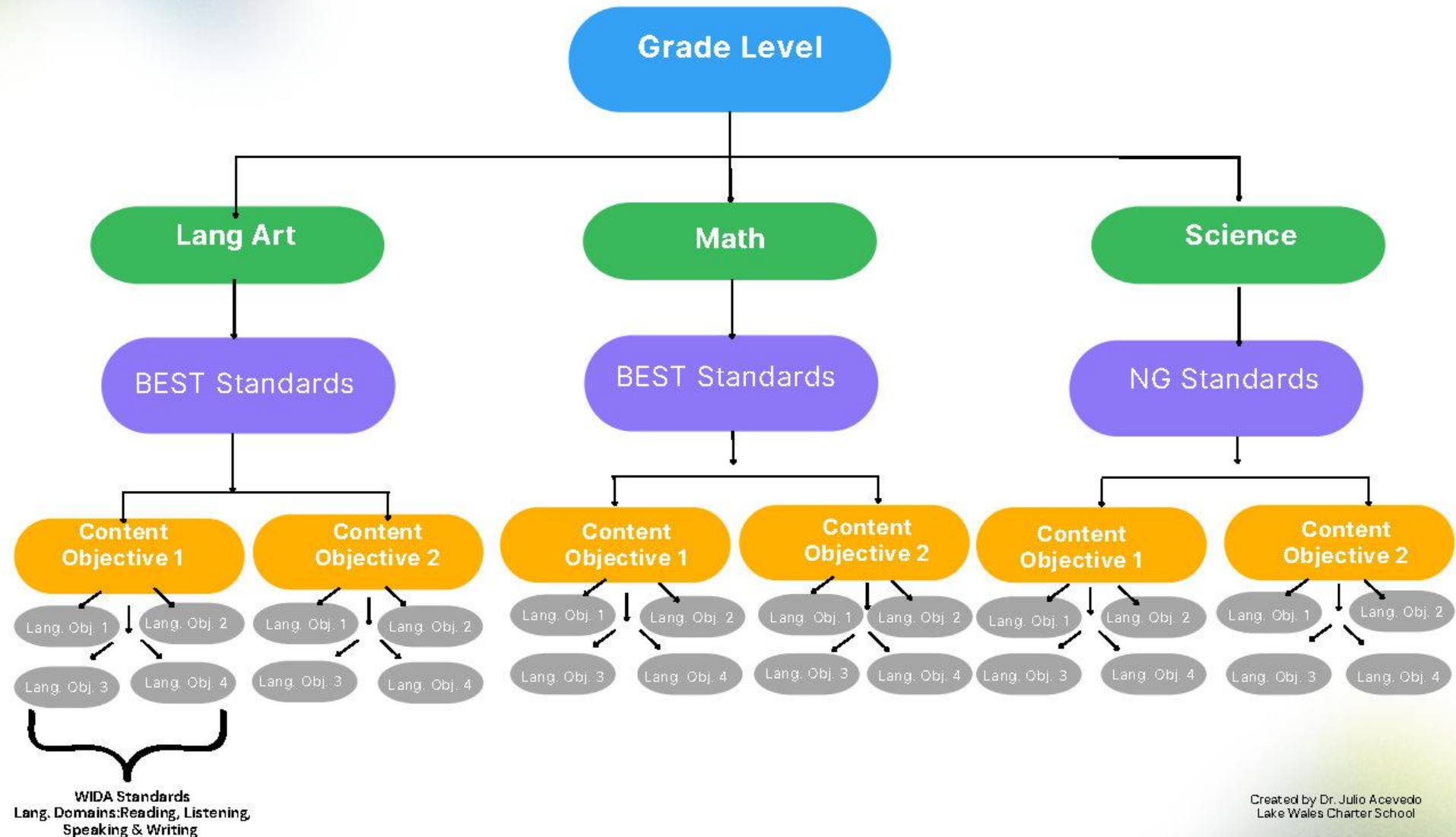
The diagram consists of three overlapping circles on a dark gray background. The top circle is white with a gray border and contains the word 'Content'. The bottom-left circle is white with a gray border and contains the text 'Understanding/Knowledge'. The bottom-right circle is white with a gray border and contains the word 'Language'. The circles overlap in the center of the image.

Content

Understanding/Knowledge

Language

Lesson Planning





CONTENT OBJECTIVES VS LANGUAGE OBJECTIVES

Content Objectives - derived from state content standards, what students are expected to learn, and how students will demonstrate their understanding.

Language Objectives – Promote the academic language in the lesson by complementing the knowledge and skills identified in the content objective while using one or more of the 4 language domains.





LANGUAGE VERBS

Describe
Explain
Discuss
Tell
Converse
Quick Write
Write
Journal
List
Log
Listen
Read





STRATEGIES

- CHORAL READING
- DIALOGUE JOURNALS
- HANDS-ON PROJECTS
- MANIPULATIVES AND VISUALS
- POINT, PANTOMIME, LABEL and DRAW

GRAPHIC ORGANIZERS

- Spider Map
- Series of Events Chain
- Continuum Scale
- Compare/Contrast Matrix
- Venn Diagram
- Problem/Solution Outline
- Network Tree
- KWL Chart

COOPERATIVE LEARNING

§ Heterogeneous groups of students with assigned roles to perform

§ Lessons structured for positive interdependence among group members

§ Identification and practice of specific social behaviors

§ Evaluation through whole-class wrap-up, individual testing, and group recognition

Examples for Early Elementary Classes:

- Numbered Heads Together
- Pairs-Check

Examples for Upper Elementary Classes:

- Round robin
- Jigsaw activities

- SHOW AND TELL
- TOTAL PHYSICAL RESPONSE (TPR)
- LANGUAGE EXPERIENCE APPROACH
- STORYTELLING
- CHORAL READING
- BUDDY SYSTEM

GAMES

Examples for Early Elementary Classes:

- Five Little Monkeys (Finger Play)
- Who Took the Cookie?

Examples for Upper Elementary Classes:

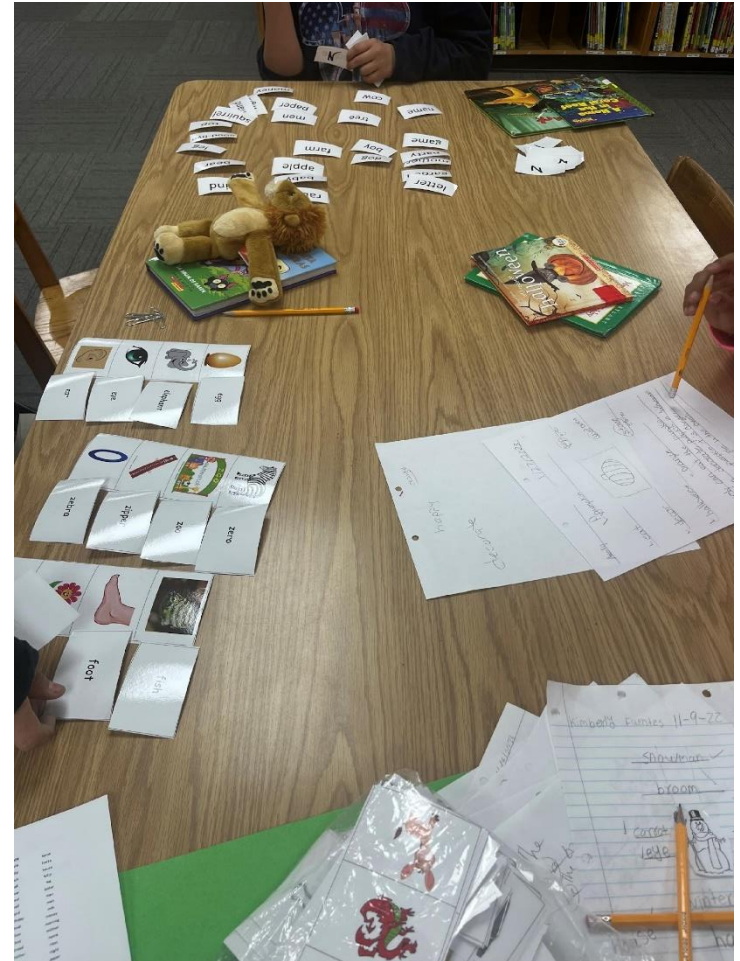
- Concentration
- I'm Going to My Grandmother's House





ACCOMMODATIONS

- Students will work in groups.
- Students will be shown and given multiple visual aids.
- Students will be given additional time to complete work if needed.
- Instructor(s) will use simplified language when giving instructions. (Assistance in Heritage Language, if feasible)
- Instructor(s) will model tasks
- Flexible Setting
- Flexible Scheduling
- Approved Bilingual Dictionary and/or Picture Dictionary



WHO IS RESPONSIBLE FOR PROVIDING THE ESOL ACCOMMODATIONS?

- The General Ed teacher is responsible for providing the ESOL accommodations.
- The ESOL staff plays the role of an accommodation by providing additional support and assisting in the native language.
- If an ESOL student is also identified as a student with learning disabilities; the General Ed teacher and the ESE teacher are responsible for providing ESOL accommodations
 - The ESE teacher will provide the ESOL accommodations in addition to the ESE accommodations
 - ESE accommodations cannot replace ESOL accommodations or vice versa.





QUESTIONS



