**English Language Instruction**

**Academic Language Framework** (p. 7 and p. 162)

The function and structure of language help teachers identify content-specific language to teach their students. The language goal for all learners is to “sound like the book”.

**Second Language Acquisition**

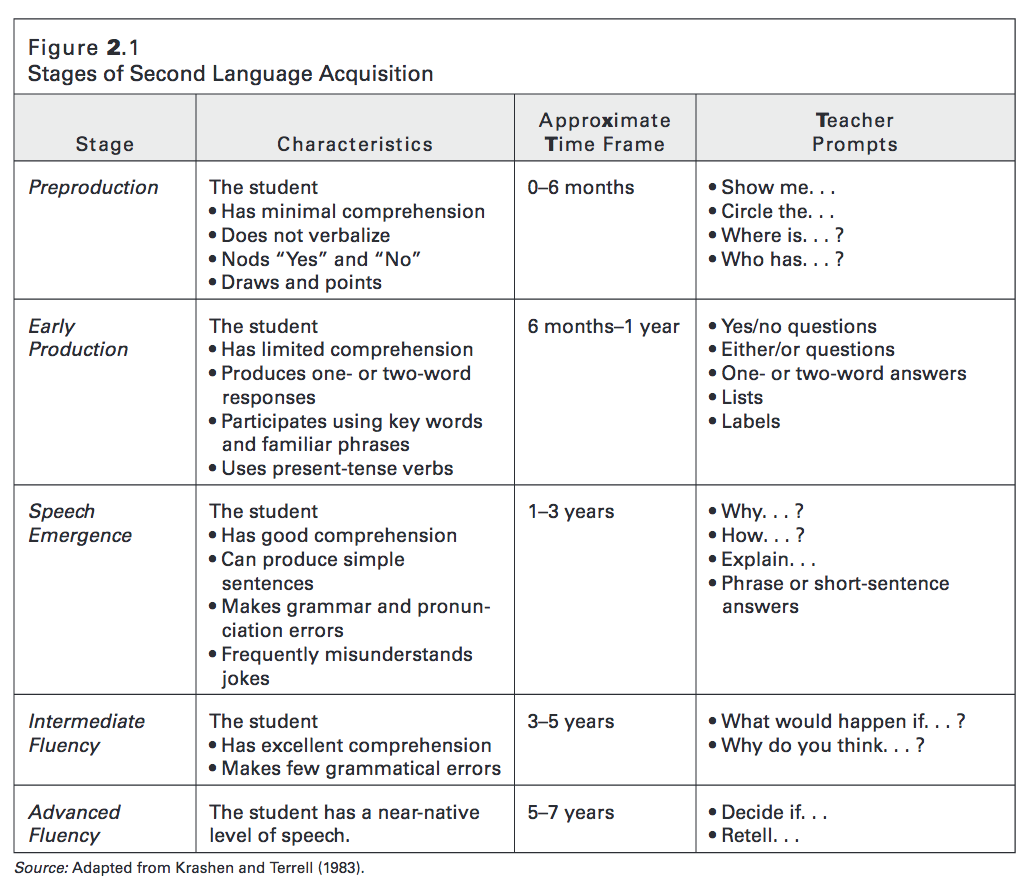
Changing demographics require all teachers to be able to support students who are *Emergent Bilinguals* in the classroom. We will call not label these students with a language label, but call them “students learning English” or “students who are emergent bilinguals”. Many of the U.S. students immigrate from other countries. In addition, many native-born students start school without a firm foundation of the English language because of immigrant family members. L1- Student’s native language and L2- Students second language

Teachers must recognize the different stages of English Learners in the classroom context.

* BICS (Basic Interpersonal Communication Skills): Language necessary to participate in everyday conversations and in which context provides clues to meaning. BICS may be acquired in *2 years.*
* CALP (Cognitive Academic Language Proficiency): Language skill needed for academic learning more advanced than BICS ***(5+ years to acquire***). New information is presented formally in books, lectures, and other media, unsupported by gestures, or social cues.

Background contributes to the success of the English Learner in the classroom. Using background as a defining quality, there are three types of English Learners, see chart below:

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| --- | --- | --- | --- |
| Type of English Learner | Background Information | Possible Learning Behaviors | Supports Needed |
| 1) High academic background in native country | These students have received formal academic instruction in their native country and language.  \*easier time transferring to English | \*students understand literacy concepts and can read phonetically without comprehension | * Teach based on students’ personal strengths\* * Group/peer interaction activities * transferring of knowledge in native language to English * English phonetics |
| 2) Low academic background in native country | These students have minimal or no experience of formal academic instruction. | \*minimal responses in L1 or L2  \*will struggle initially regardless of language use. | * Build background knowledge through cultural connections * Encourage student to share cultural information * Provide student with summaries * and exercises in their L1 |
| 3) 2nd/3rd generation English Language Learner | These students were born in the U.S. or have received majority of their education in the U.S. but are neither proficient in their L1 or L2 | It will take the students 5-7 or more years to acquire CALP (3). Even after students have received several years of formal education, they may continue lack proficiency of literacy skills. | * define specific activities in which the student can excel * Encourage class participation in student * Clarify the meanings of idioms, symbolic language, American cultural references. |



**Important issues in ELI**:

1. Engagement is a predictor of student achievement for all learners
2. Students must have opportunities to practice new language to engage in learning.
3. Teachers tend to ask low level questions to all learners.
4. Students who are learning English are often asked questions that demand little oral language AND only demand factual recall.

**Academic Language Framework (p. 7 and p. 162) and Second Language Acquisition**

Identify academic language framework (function, vocabulary, grammar) and tiered thinking for all levels of language acquisition (p.27):

1. Start analysis by “going to the balcony” look at big picture. What do you expect from your most advanced students? (exemplars)
2. Identify language function
3. Identify what students learning English (*at each stage*) need to engage in this type of language:

a. Vocabulary

b. Grammar

c. Sentence Starters

**Instructional Strategies for English Learners:**

1. Setting objectives and providing feedback
2. Nonlinguistic representations
3. Cues, questions, and advance organizers
4. Cooperative Learning
5. Summarizing and note taking
6. Homework and practice
7. Reinforcing effort and providing recognition
8. Generalizing and testing hypotheses
9. Identifying similarities and differences