

ESL DEPARTMENT NEWS

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ESL IS MOVING RIGHT ALONG...



The ESL department is in full swing with teacher workshops, an inclusion schedule and pull-outs being done each day. We are making strides to service the varying needs of our student population.

When a new language unconsciously and automatically comes to the learner this is called Language acquisition(L2). Thus the goal of the ESL program is to help students acquire English as a second language by developing their Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency Skills. The outcome of this instructional process must enable students to listen, comprehend, speak, read, write, analyze and think in English. How can this be accomplished?

"In extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic tasks, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solu-

tions, and greater transfer of what is learned from one situation to another." (Barkley, et al, 2005: p.17-18) So, will facilitating a cooperative learning model as an ESL strategy help students learn? Research has shown that students who work in cooperative groups do better on tests, especially with regard to reasoning and critical thinking skills than those that do not (Johnson and Johnson, 1989). More specifically students who regularly participate in cooperative-learning sections were more willing to ask the instructor questions when they did not understand or confer with each other when elaboration was needed.

Teachers are now challenged to pay more attention to the students who are receiving ESL services to look for indicators of the effectiveness of the program while also meeting the demands of implementing the ESL strategies in the classroom as a normal mode of content delivery.

What to look for:

-Are your ELLs more willing



English As a Second Language

to speak and discuss in class without prompting?

-Do students attempt to independently refer to resources you have provided them in the class to carry out assignments during independent practice time?

-Do your ELLs make connections between their L1 (mother tongue or language of origin) and L2 (second or acquired language)?

-Do the new language, terms and concepts automatically and unconsciously come to the student without long moments to process information?

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Special points of interest:

- ESL Moving..?
 - Pull-Out, Inclusion, Teacher Training
 - L1, L2
- Who's using ESL strategies in their classroom? You are!
- ESL Strategies and Effective practices—Name That Strategy!

ESL ROOM MODEL- RESPONSIBILITY

Welcome back to the ESL resource! Students who come to ESL will receive minimal direct /whole group instructional time. The time spent in direct instruction is spent scaffolding or modeling how to complete tasks, facilitate collaborative learning or modeling behavior, and usually takes less than 7 minutes. It requires students to maintain acceptable behavior and focus.

Students who enter the ESL room go to the 'Pull-Out Schedule' board, find their grade level and name, and identify which oral language task center they will work within during their time in ESL. Task centers are changed each week.

Often students are grouped, partnered or paired and are encouraged to discuss how they will work together to complete tasks i.e. Write their names on their paper or board first, read the instructions or directions, discuss what they understand from the directions before attempting to carry out the task. The ESL department seeks to foster independence and responsibility in students through their ability to carry out a task, follow directions and work together.



ESL IN ACTION- SCAFFOLDING GR. 2B MS. ALISHA GILLAM

In education the term **scaffolding** refers to a process in which teachers model or demonstrate the process, then steps back offering support as needed. Students are best able

"I did then what I knew how to do. Now that I know better, I do better."
— Maya Angelou

to learn in what is called their 'Zone of Proximal Development' or ZPD. This term has become synonymous in

the literature with the term scaffolding. Grade 2B teacher Alisha Gillam can be seen providing support for her students in using resources to identify the parts of speech, literary devices and sequential numbers. Students use these resources during independent practice or during collaborative learning.

<http://www.learnnc.org/lp/pages/5075>



ESL STRATEGY OF THE MONTH— LEARNING CENTERS



1A students work in an oral language center to develop vocabulary.

A learning center is a self-contained section of the classroom in which students engage in independent and self-directed

learning activities across every subject and content area. Learning cen-

ters are usually created by the teacher using course curriculum as a guide in their creation. When creating a center, start with the student; plan what type center to create with the student in mind. Will they be able to work independently and/or collaboratively at the center? Think about ways to make the center engaging for all students. Because student-work in centers is modeled first by a teacher or teachers aide, centers may

also be used to introduce new ideas and concepts for practice. Be sure to keep in mind the purpose of your center.

A center should always have:

- clearly written directions
- be content based
- consumables (sheets to be graded)
- activities for 2-5 students (although students may work individually)

Adapted from -
www.readingrockets.org