

# ESL DEPARTMENT NEWS

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## WELCOME TO ESL 2016-2017! SETTING THE COURSE



The ESL Department is anticipating the start of the pull-out program the week of October 23-27. With the limitations that a delayed start provides it is best to chart our course now. How should your students be progressing in their acquisition of the English language? The possibilities may vary by location and demographic. Read below for a brief overview of where the Texas board of Education stipulates they should be by year's end.

### At the end of grade 1

Become independent readers and writers, use books they've heard to intro new vocabulary, develop print with spoken language, decode words, demonstrate comprehension, write with subject /verb agreement and write complete sentences

### At the end of grade 2

Use references to build word meaning and pronunciation, comprehension and fluency in reading and writing process, revise and edit writing, use appropriate capitalization and punctuation, use singular and plural nouns, and adjust verbs for agreement.

### At the end of grade 3

Read grade level material fluently with comprehension, use root words prefixes suffixes and derivational endings to recognize words, support ideas by referencing, write with contractions and homonyms

### At the end of grade 4

Become critical listeners and analyze a speaker's intent, adapt spoken language to audience, identify and followed varied text structures, use visual media and compare and contrast visual media to print, use adjectives adverb prep phrases, good spellers

### At the end of grade 5

Identify persuasive techniques, judge logic and internal consistency, use literary devices such as suspense, produce error free composition

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### Special points of interest:

- Constructivist Theory in bilingual education

## EDUCATIONAL PHILOSOPHY AFFECTS YOUR APPROACH IN FACILITATING ENGLISH LANGUAGE LEARNING.

What is your educational philosophy? The internal beliefs held about how students learn affect what methods are used during the instructional day. This is important to acknowledge in the teaching of ELLs (English Language Learners).

Ask : What beliefs do I hold about how students learn?

Defining your philosophy comes with researching ideologies and what 'schools of thought' exist. Discovering common methods associated with this approach helps shape instruction. Finding ways to expand beliefs and practices benefit ELLs and teachers alike.

### Becoming the Best Facilitator of Learning You Can Be

After careful and comprehensive review of the varying educational theories and schools of thought, most teachers find that a mixture of ideologies serve their purpose, instead of one exclusively. Many ESL teachers and those who work with English language learners tend to lean towards **Constructivism**, a theory founded by educational theorist Jean Piaget.

**Constructivist Theory** : Teaching based on the belief that all learning builds on knowledge previously acquired, best through social interaction. Instructional practices are based on the premise that a student learns better and retains information the longer is he/she is actively involved in the process, rather than passively listening to the teacher talk. Students are encouraged to reflect on information presented based on his or her personal experiences.

### **Constructivist classroom's characteristics:**

- Focused on development of social and communication skills
- Students are encouraged to be responsible and autonomous
- Most activities are done in groups encouraging collaboration and exchange of ideas
- All activities are interactive, dynamic and student-centered
- Student are involved in a democratic setting

### **Constructivist common assessment methods:**

- KWLH Chart– KWLH stands for what we “K”now, what we “W”ant to know, what we “L”earned and “H”ow we know it.
- Oral discussions– teacher presents a “focused” question and monitors the discussion it generates
- Hands-On Activities– manipulatives, centers with manipulative parts examples and models in which teachers monitor and evaluate how students use the tools of their learning.
- Pre-testing– a short pre-planned quiz or measure to indicate how much knowledge students already know not to be confused with benchmarking
- Mind Mapping– students categorize concepts and ideas related to the subject being studied using multiple colors and artistic invention. (<http://www.mindmapping.com>)

Soooo what is your Educational philosophy??? How has it contributed to your instructional style? Join the discussion! felicia.brown@gba.edu.kw