

Liberty HS ESL Program:

To be identified for ESL services, new students take the LAB-R exam. Based on cut scores and percentiles, students are placed in the appropriate level.

ESL Beginner—1 class ESL, 1 class ESL Content, and 1 class ESL/ELA.

ESL Intermediate—1 class ESL, 1 class ESL Content, possibly one class ESL/ELA.

ESL Advanced— 1 class ESL.

Each year students take the NYSESLAT (a standards-based state exam) for two days in May. The essays are scored internally and the answer sheets are scored by the local RIC. Scores are shared with the district in August and students are placed in the appropriate level of ESL based on the state cut scores.

Students receive accommodations on Regents exams. They get extended time, optimum environment, translated copies of certain exams or translators, and they can use bilingual glossaries and/or dictionaries.

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Special thanks to SUSAN LAFOND of Guilderland HS for her assistance and support with this brochure.

Each ESL student arrives here with a different knowledge base in English as well as in the academic subjects. Some students can be assessed like the others in the class. For others, because of their lack of language proficiency, this would be extremely unfair.

Evaluation/Assessment

- **Design assessments or independent activities that don't require a lot of reading, but teach the same concept.**
- **Modify assessments based on the level of the student.**
- **Adjust expectations as students' language proficiency increases.**

Testing Modifications

- **Simplify directions.**
- **Provide a model, example.**
- **Allow use of bilingual dictionaries.**
- **Give more time for tests/quizzes/written or verbal assignments.**
- **Give assignments in written form.**

Report Card Grading *Suggestions* for Beginners and Intermediates:

- Grade as AUDIT for the first 2 quarters if the student is consistently working hard but average is low or failing.
- Give the true grade earned for the 3rd and 4th marking periods.
- Average the 2 grades and the final/ regents together to get a final average.

Tips and Strategies for Teaching ESL Students



Liberty HS ESL Department

What is an ESL Student?

According to the Part 154 Amendment to Regulations of the Commissioner of Education, limited English proficient (LEP) students are identified as:

Pupils, who by reason of foreign birth or ancestry, speak a language other than English **AND:**

- 1) either understand and speak little or no English **OR**
- 2) score below the statewide reference point on an English language assessment instrument

LHS Students Generally Fall Into One of These Categories:

- An ESL student whose family has moved here b/c of extreme economic hardship in their native country.
- An ESL student whose family has moved here for the best education possible.
- An ESL student whose parents have moved here for some business venture.

Areas of Concern with ESL Students:

Lack of language mastery (Can't follow lecture, instructions, understand text/tests)

Silence (lack of socialization and self-advocacy)

Work Obligation (commitment to help out family by earning money)

Lack of Academic support at home (Some ESL students' parents don't speak English. Some parents are always working so not able or available to assist with school.)

Stages of Verbal Acquisition

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|---|---|
| <ul style="list-style-type: none"> • Preproduction
1 day - 4 months • Early Production
2 - 5 months • Speech Emergence
3 - 8 months • Intermediate Fluency
2 - 3 years • Fluency
3 + years | <ul style="list-style-type: none"> • Responses are non-verbal • Responses are non-verbal or 1-2 words • Student speaks in short sentences • Student makes systemic grammar errors and sometimes gropes for vocabulary • L1 fluency stronger in affective domain; L2 stronger in academic, second culture domains |
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“Research studies have indicated that the average English language learner may need between 5 and 7 years of instruction to acquire academic language proficiency on par with native speakers of English of the same age.”

B.I.C.S. vs. C.A.L.P.

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|--|---|
| | <ul style="list-style-type: none"> • Social language versus academic language • It takes 2 - 3 years to acquire BICS • It takes 5 - 10 years to acquire CALP |
|--|---|
- ESL Students may have developed BICS proficiency, BUT have little success in the formal classroom setting

What do I do with an ESL student in my classroom?!?
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Strategies for Teaching

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| <ul style="list-style-type: none"> • H.O.T.S. • Cooperative Learning • Graphic Organizers • Visuals (multimedia) • Multiple Intelligences • Teach language in context • Build on prior knowledge | <ul style="list-style-type: none"> • Draw connections between course content and real life • Break info into manageable chunks • Hand out course outlines, core vocab and concepts, copies of notes ahead of time • peer tutoring/buddy |
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Teacher Tips

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| <ul style="list-style-type: none"> • Speak slowly, enunciate clearly • Control vocab and sentence length • Use concrete examples • Explain concept in several ways: use gestures, facial expressions, act out, props, etc. | <ul style="list-style-type: none"> • Repeat key phrases • Summarize and review main points frequently • Check for understanding (Y/N) • Allow extra wait time to respond • Encourage questions • Learn correct pronunciation of name |
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Allow student to be silent until they are ready to speak. Smile to show your acceptance of them. 😊

If you would like to receive more ideas, I can send a packet with modifications, ideas for assessment, and ways to encourage participation.