**E**nglish as

a **S**econd

**L**anguage



*Teacher*

*Guide*

*Requirements*

**Federal law requires that teachers of**

**second language students provide**

**accommodations to enable students to**

**succeed in the classroom.**

**FPCS Grading Guidelines**

**Teachers must follow these guidelines:**

* ELs must receive accommodations on content work when needed.
* Grading is based on accommodated work.
* ELs must not be failed on the basis of lack of English language proficiency.
* Grades placed in a student’s cumulative folder must reflect the student’s academic achievement on grade level academic content and student academic achievement standards.
* The student’s language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student’s language level of learning.

**If a student can demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade.**

**Key Point: Lack of ability to read and**

**write in English is not the basis for an**

**“F” or “U”. A student cannot be given a**

**failing grade because he / she is not**

**proficient in English.**

*Common Myths*

**Myth: Once students can speak with**

**reasonable fluency, they can quickly pick**

**up the academic work.**

- Social language is generally acquired

within 1 to 3 years of immersion. Academic

language proficiency, however, takes 3 to 7

years to develop, sometimes even longer.

**Myth: ELs who are silent are not learning.**

- It is common for new English Learners to

go through a “silent period” which may last a

year or more while they gain confidence.

ELs who do not speak are attending to and

internalizing the vocabulary, basic patterns,

and structure of the English language.

**Myth: When children use their first**

**language, it slows down the process of**

**learning English.**

- Proficiency in the first language can

transfer to the second. Cognitive and

academic development in native language has an important and positive effect on second language acquisition.

**Myth: ESL teachers should spend much**

**more time with ELs; they do not benefit**

**from being in a regular class anyway.**

- Students can learn language and content

simultaneously; classroom teachers providing comprehensible input is important to academic success and to language learning.

*Who? How?*

*A Home Language Survey (HLS) must be*

*completed for each student registering for*

*enrollment in an Alabama public school.*

*If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then assessment must be conducted to determine the student’s English-language proficiency level.*

*English Learners (ELs) are assigned a proficiency rating from 1.0 to 6.0 in the domains of listening, speaking, reading, and writing. The EL also receives an overall composite score which is used to determine the amount of time that the EL will receive services from an ESL Resource Teacher.*

*ELs are reassessed each Spring to determine their level of English proficiency. The results of this assessment become available during the summer and dictate the amount of service time the EL will receive the following school year.*

*Once an EL receives an overall score of 4.8 or higher, they no longer receive EL services. The EL staff monitors the student for two additional years to verify continuing progress.*

***Sheltered Instruction***

**Preparation**: clearly identify objectives /

differentiate instruction / utilize meaningful

activities and supplementary materials

**Building Background**: link concepts to past

experience (but don’t assume prior knowledge) /emphasize key vocabulary

**Comprehensible Input**: offer clear

explanations and appropriate speech level /

incorporate a variety of techniques to make

concepts clear

**Strategies**: use scaffolding techniques / employ

a variety of questions

**Interaction**: provide opportunity for discussion

and clarification / allow sufficient wait time /

try different student groupings

**Practice/Application**: provide hands-on time and chances to apply learning / integrate all

language skills (listen / speak / read / write)

**Lesson Delivery**: clearly support objectives /

maximize student engagement / appropriately

pace the lesson to the student’s ability level

**Review/Assessment**: comprehensive review of

vocabulary and key concepts / regular feedback

/ use of informal and authentic assessments

***Accommodations***

*- Assign a buddy and seat in front of class*

*- Give brief, clear instructions/directions*

*- Use visuals {realia, (*objects and material from everyday life) *graphic organizers, etc.}*

*- Provide many hands-on activities*

*- Highlight & pre-teach vocabulary*

*- Allow errors in speaking and writing*

*- Activate prior knowledge*

*- Accept writing in first language*

*- Reduce key vocabulary and simplify definitions*

*- Adapt homework*

*- Encourage participation at any level*

*- Limit amount of work to essential information through demonstration (drawings, etc.)*

*- Allow extra time*

*- Allow use of translation dictionaries*

*- Rephrase questions / directions*

*- Provide study guides / outlines with key terms*

*- Provide DVD and/or books on CD*

*- Use reduced text, avoid dense print*

*- Use graphic organizers*

*- Offer word banks*

*- Use print rather than cursive*

*- Post homework and assignments / due dates*