

Touro TESOL University, GSE TESOL
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Contribution to Discussion Board 3.

1. What are the basic tools and techniques for effective second language/foreign language teaching?

Teaching ELL students requires the teacher to be very thorough and explicit in their instruction in order to best provide support and understanding for the students in the classroom. Some of the basic tools and techniques that teachers can use for effective teaching are: the use of music and videos, use of scaffolding, use of graphic organizers, build effective relationships with students and use of explicit instruction of academic language (Robertson, 2021). The use of these tools are effective for English Language Learners, because it gives them the opportunity to learn through different medias, gain explicit instruction through the understanding of academic language and provide them with a comfortable space to experience and learn new things. Additionally, you need to ensure that your students feel supported within the classroom to foster a safe space for learning, trying and making mistakes. As educators it is important for us to: get to know as much as we can about our students, have high expectations of their abilities, use ongoing assessments to guide instruction, use multiples types of assessments, allow for group collaboration and be flexible with the groupings as well as content comprehensible for all students (Ford, 2019). The use of pairing and grouping students also “is the surest way to foster SLA in the classroom setting” (Celce-Murica, Brinton, Snow, 2014). The use of these tools and various techniques in the classroom for ELL students allow for more comprehensive learning as well as overall success for the students.

2. Give specific illustrative examples of YOUR PERSONAL teacher classroom discourse IN YOUR CLASSES.

Classroom discourse with teachers and students is beneficial because the way that they communicate with each other provides a positive experience and examples for the students to communicate in the future. For a lesson warm-up, the students are lead to tap into their background knowledge and provides a safe safe and positive atmosphere for students to learn (Celce-Murica, Brinton, Snow, 2014). The teacher also provides adequate wait time for the students to join into the conversation as well as the use of visuals (Celce-Murica, Brinton, Snow, 2014). In my classroom, students and I communicate all day long, teaching pre-k, the students are always questioning and asking about what else they can do. Over the course of the day, the students and I talk about many different things. Most notably, the students and I have had conversations about winter weather. We discussed the difference between a blizzard and a snow storm, what you wear in the winter, and the types of precipitation that occur in winter. The students looked at a photo of children playing in the snow. I asked the students what they see the children wearing in the photograph. The students raised their hands and contributed to the conversation with “hats, coats, snow pants, gloves, snow boots, and scarves”. As the students contributed to the conversation, I wrote what they said under the photograph. Then we moved onto what types of precipitation occur in the winter. I stated that “water freezes at 32 degrees, which makes water turn to snow and ice”. Additionally, when the temperature is around 32 degrees, the rain can turn to snow, sleet or slush when it falls from the clouds. The students had some great additions to our discussion by stating “so when it snows, it is less than 32 degrees”

and “what happens when it is 33 degrees, will it still snow?”. Finally, the students and I also had a conversation with the use of a double bubble map to determine what a blizzard and snow storm are. We looked at photographs of both on the board and the students described what they saw, for the blizzard: “heavy snow, lots of white, trees covered, no cars on the road, you can’t drive and icy”; for the snow storm: “it snowed, you can still drive, not a lot of white, people shoveled, and trees are only covered a little bit”. Though this classroom discourse with the students, we learned a lot about the different types of winter weather and the students were able to interact with one another and the use of photographs to describe and learn about it.

3. PRETEND THAT YOU OBSERVE YOUR OWN CLASS - use the sample classroom observation feedback form p. 361 in your textbook and reflect on what you learned about your planning, teaching and assessment.

Pretending to observe my own class through the use of the classroom observation feedback form provided insight into my teaching style with my ELL students. The lesson quality with the use of organization, sequencing, pacing, technology, and the use of the audiovisual aids is very important to plan out and use effectively during the lesson. For a FUNdations lesson, there is use of large letter sound cards, standard letter sound cards, vowel poster, standard writing lines, as well as the use of audio clips of the letters and their sounds. For a standard lesson, the students will repeat the letter sound cards, then will complete the standard sound cards. The teacher will also lead the students through a vowel poster and then work with the students to sound out the different letters and make words. The use of these materials is very motivating to the students because it is very similar and they know how to utilize the different materials to aid in comprehension. During the teacher presentation, there is effective classroom management and knowledge of material. Specifically, it is important to also speak clearly with the students when presenting information. During a FUNdations lesson, the students know that the routine is very strict and that they need to ensure that they are paying attention and participating to fully understand how to say each letter, the sound and potential words that start with the letter. Additionally, I make sure that I speak slowly to aid in comprehension. I also ensure that I am repeating myself to give my students multiple opportunities to hear the letter and the sound. Finally, the student participation component of the lesson is important because the interest level, interaction with the teacher and balance of student and teacher speech. During the FUNdations lessons, the students are all engaged and invested in their learning, because we follow a strict routine, the students are able to lead the class in instruction. Each day, a different takes a turn to be the “teacher”, which invests them in their own learning as well as keeps them interested. We also ensure that the students are able to speak throughout the lesson as much as, if not more often than the teacher. The teacher is there to provide support and encouragement and direct instruction, the students are there to practice and apply their new knowledge to content areas. Some major strengths that occurred during the lesson are that the routine of the lesson was good for students to be invested in their own learning, and the content being taught was appropriately challenging. I also feel that as their teacher, I have good control of the classroom during a lesson to engage all of the students throughout the duration of the lesson. Additionally, the students and I have a great connection and relationship, therefore the students feel comfortable in the classroom to take chances and try new things to challenge their understanding of the content.

4. ON p 389 in your textbook -391 you will find textbook evaluation checklists. Take one book YOU USE CURRENTLY in YOUR classroom and analyze it with those

checklists. Reflect on what you learned in your answer in the DB with specific, descriptive examples.

Teaching pre-k students, we do not use textbooks but we do use a variety of text sets to engage students in differentiated learning and topics. The text that I will be reviewing is Rabbits

Reviewer Name:
 Course Name:
 Text Name:
 Author(s):
 Publisher/Year of Publication:
 Level and Skills Focus:

Note: For survey ranking of textbook fit, consider "0" poor fit/mismatch, "1" minimal fit, "2" average/potential fit, "3" good fit, and "4" superior fit.	0	1	2	3	4
Textbook Fitness Categories					
a) CURRICULUM: The textbook content is appropriate with respect to ...					
1. overall program curriculum/goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. language learning material for level/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. thematic/topical content & course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. pedagogical/SLA philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. length & unit size versus program time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CURRICULUM TOTAL <u>5</u> /5 items: <u>18</u>					
b) STUDENTS: The textbook is appropriate and will foster student learning at this level with respect to ...					
1. logically sequenced unit-by-unit presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. design & visual elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. cultural & age-group sensitivities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. explanations & instructions <u>N/A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. activities/exercises/tasks for in-class and homework (varied and copious)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. examples in explanations & sample items in exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. periodic tests/learning checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. multi-media support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. thematic/topical content & student interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
STUDENTS TOTAL <u>9</u> /10 items: <u>35</u>					
c) TEACHERS: The textbook is appropriate for the teachers of this program with respect to ...					
1. teaching styles and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. teaching experience levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. level of English (for NNS teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. designing a syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. teaching from provided explanations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. ease of using & expanding examples & activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. accessing & using ancillaries including guides with advice, tests, and answer keys, and/or multi-media supplements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TEACHERS TOTAL <u>7</u> /7 items: <u>25</u>					
TOTAL FOR ALL THREE CATEGORIES <u>21</u> /22 items: <u>78</u>					
NOTES FOR FINAL SUMMARY/DECISION:					

and Raindrops by Jim Arnosky, a text from the set of Sharing the Earth with Animals. The text *Rabbits & Raindrops* is a very beneficial text, part of a very important text set that is used in my district. This text provides many great engaging pages for students as well as being able to apply its content to the goal of the text set - Sharing the Earth with Animals. This text provides great insight into objectives because the story shows how different animals are affected by the weather and things that are going on in their habitats. The readers are presented with challenges that the animals are faced with and how best they are able to solve their problems.

Fountas and Pinnell provides teachers with text set guidelines that include: summaries of the stories, messages of the text, goals that students should be able to achieve post read, questions to ask during the read aloud, as well as discussion questions for post read. Additionally, there are also supplements for ENL students and activities to complete pre/post read-aloud to aid in comprehension of the text. This particular text provides the teacher with movement (total physical response), art and discussion topics post read to aid students in reaching their goals of the story. The text itself provides the students with an interesting topic as well as beautiful and engaging illustrations to keep students interested in the story. The verbiage in this text also provides a good balance between new academic language as well as words that students already know so they are confident in their abilities.

5. Gather some information on student assessment from your school district. What kinds of student assessments are regularly administered, and in what language? If the district includes non-native speakers of English, are testing and assessment requirements modified or altered in any way to accommodate them? If so, how?

Some of the testing that is done for ELL students in this school district is the NYSITELL, NYSESLAT, as well as basic unit assessments for mathematic comprehension, Fountas and Pinnell benchmarking, and in pre-k the Circle Assessment is also administered. When the students enter the district for the first time the NYSITELL is administered. From this assessment a students level of English “(Entering, Emerging, Transitioning, Expanding, or Commanding) will determine if he or she is entitled to receive English Language Learner (ELL) services and will determine the level of English language support” (NYSESED, 2021). The students in grades K through 8 (within the district there is no high school), each year the students are administered the NYSESLAT to determine “the English language proficiency level of ELLs” (NYSESED, 2021). For the additional assessments that are given the students are given their mathematics assessments at the end of the Go Math units, all tests are administered in English with no translation unless asked for by the classroom teacher. In terms of Fountas and Pinnell benchmarking, the students are assessed three times over the year (at the beginning of the year, mid year, and end of year). These benchmarking assessments are administered only in English due to the fact that it measure English reading abilities in fluency and comprehension. Finally, in pre-k the Circle Assessment is administered in the beginning of the year, middle of the year and end of the year, this assessment is administered in both English and Spanish for those students who require it, however the only other language that the assessment offers is Spanish. For ELL students who require Spanish translation for the assessment, they are pulled out the classroom individually and assessed over the course of multiple days.

6. In NYS, what are the Program Options for English Language Learners/Multilingual Learners?

In NYS, the programs options for English Language Learners or Multilingual Learners are: Transitional Bilingual Education Program (BE), Dual Language Programs (DL), One-Way Dual Language Program, Two Way Dual Language Program, and Integrated ENL classes. The students benefit from these programs in different ways, as each has its own set of characteristics that are beneficial to a student’s language development. In a Transitional Bilingual Education (TBE) program, it “offers students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language” (NYSESED, 2019). In a Dual Language Program, “programs seek to offer students the

opportunity to become bilingual, biliterate, and bicultural while improving their academic ability” (NYSED, 2019). For a One-Way Dual Language Program, the “students who come from the same primary or home language and or background have the opportunity to be bilingual or multilingual” and the teacher provides instruction in both English and the home language (NYSED, 2019). In a Two Way Dual Language Program “the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language” as well as includes the integration of native English speakers and ELL students (NYSED, 2019). For integrated ENL classes “students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension” (NYSED, 2019).

7. What is the purpose of Commissioner's Regulations - Sections 117

The purpose of the Commissioner’s Regulations - Sections 117 is “to establish standards for the screening of every new entrant to the schools to determine which students are possibly gifted, have or are suspected of having a disability in accordance with subdivision (6) of section 3208 of the Education Law and/or possibly are limited English proficient in accordance with subdivision 2-a of section 3204 of the Education Law” (NYSED, 2010).

8. How do the BLUEPRINT FOR ENGLISH LANGUAGE LEARNER/MULTILINGUAL LEARNER (ELL/MLL) SUCCESS and CR Part 154 Comprehensive ELL Education Plan (CEEP) and ENL staffing requirements connect with each other?

The Blueprint for ELL and MLL Success and CR Part 154 Comprehensive ELL Education Plan (CEEP) and ENL staffing requirements connect with each other because “the CEEP is divided into multiple sections in which LEAs must outline how they are addressing the needs of their ELLs and describe their strategic plan for providing grade-appropriate, linguistically and academically rigorous instruction that will allow ELLs to meet the Next Generation Learning Standards in alignment with the expectations set forth by the Blueprint for English Language Learner/Multilingual Learner Success (NYSED, 2021). Additionally, the staffing requirements align as well by providing a minimum time expectation for ENL instruction with a certified ESOL teacher (K-12) (NYSED, 2015). Within the Blueprint for ELL/MLL Success, it states that the CR Part 154, did in fact “affirms that it is not permissible to assume that unsupported immersion of ELLs/MLLs into an English- speaking environment will enable them to succeed academically” (NYSED, 2021). In regards to staffing requirements it is imperative that all teachers must be know how best to support ELL students as they gain content knowledge while also increasing their English language proficiency.

References:

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