

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

In second language/foreign language teaching, Celce-Murcia notes the importance of effectively pairing and grouping of students, teacher classroom discourse, and the use of visuals and graphic organizers. She says, "Pairings and groupings learners are the surest way to foster SLA in the classroom setting. This includes structuring tasks in such a way that learners are required to interact with their peers, negotiate for meaning and formulate and share their opinions on topics." (Celce-Murcia et al., p.343). Teacher classroom discourse refers to the different types of teacher talk in the classroom. This includes, pre-lesson chit-chat, lesson warm-up, the questions asked by the teacher, explanations and direct teacher instruction, modeling language use, error correction, and feedback to students in the forms of praise and acknowledgement of student contributions (Celce-Murcia et al., p.343). The use of visuals are also known to be effective in the teaching of second languages or foreign languages. There are a plethora of visuals that are used to engage ELLs and encourage SLA, including the use of graphic organizers. Graphic organizers are diagrams or charts that help students to organize knowledge using structures. Using graphic organizers in the the ESL/EFL classroom can allow users to develop a holistic understanding that words can not convey, provide users with tools to make though and organization concepts into a simple, meaningful display, assist users in processing and restructuring ideas and information, and promote recall and retention of learning through synthesis and analysis.

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

In my own classes I try to be cognizant of the amount of talking I do. While I certainly want to maintain control of my class, I find that my students are far more engaged and the relationships within the classroom are stronger when they are encouraged to converse back and forth with me and with each other. Even in a first grade classroom, I work hard at the beginning of the year to set structures and routines around classroom discussion. I explicitly model and teach the expectations around "turn and talk" times, whole class discussions, oral rehearsal in writing and accountable book talk in reading. Once the expectations are clear, and they've seen appropriate initiations and responses modeled for them in multiple areas, my students have typically done really well with their discussions. In my modeling and personal interactions with students, I tend to use instructional conversations and collaborative dialogues. When appropriate, I would provide a sentence starter for students to help them converse with me and their peers. An example of this would be during morning meeting, if I asked the students to share, what they did over the weekend, I would model how to start their response by saying, "Over the weekend, I..." and then model how to ask their peers, "What did you do over

the weekend?”. These conversations give students opportunities to hear English spoken proficiently by their peers and teachers while the scaffolds give them the practice necessary to help them to converse confidently.

**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.**

Date of Observation: N/A Observation Venue: 1st grade classroom Class: Greenfield

Lesson Quality (achievement of objectives, organization, sequencing, pacing, use of AV aids, etc.)

Comments: 80% of class shows understanding of the objective. The classroom is organized in a manner that is conducive to the workshop model for learning. The lesson starts and ends with a whole class meeting, but instruction is differentiated to meet the needs of students grouped by ability. The lesson remains mostly on pace, losing pace for a moment or two during transitions. Visual supports are provided to students in the form of anchor charts and number lines.

Teacher Presentation (clarity of presentation, knowledge of material, classroom management, speech clarity, etc.)

Comments: The presentation of material is clear. It is evident that the two teachers in the room have worked together to determine how the material will be presented to the different groups of students, and how much scaffolding will be provided. Speech clarity is good, be careful not to speak too quickly.

Student Participation (interest level, interaction with instructor, balance of student/teacher speech, opportunity to practice learning points, etc.)

Comments: Student are engaged in meaningful math activities throughout the workshop. Teacher provides opportunities for students to practice using math talk by encouraging the use of partnerships to explain mathematical thinking and demonstrate their problem solving.

Major Strengths

Comments: Students are knowledgeable about routines and structure of math workshop. There are no interruptions during the lesson.

Questions or Uncertainties About the Lesson

Comments: N/A

## Suggestions

Comments: Incorporate more higher order thinking questions.

## Chronological Description of Class Activities

<u>Time</u>	<u>Activity</u>
9:35	Transition to math spots
9:38	Warm Up/ Whole Class Fluency
9:43	Rotation 1
9:53	Rotation 2
10:03	Rotation 3
10:13	Whole Class Share/Reflect

- 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.**

Using the checklists found on pages 389-391, I analyzed the effectiveness of the Teacher's Manual for the Wilson Foundations program. For the Textbook Fitness Categories, the manual scored well in all areas. I deemed it to be appropriate in the areas of curriculum, students and teachers. It was a superior fit for curriculum in 3 out of 5 subcategories: overall curriculum/goals, language learning material for level/course, and length & unit size versus program time frame. In terms of overall curriculum/goals, the Foundations Teacher Manual, is a guide for teachers to use in teaching phonics to their students. Foundations teaches explicit sound-symbol relationships, and word composition, to aid students in decoding and encoding. It also takes a multisensory approach to learning this content in order to meet the needs of multiple learners. Because students don't have access to the teacher's manual, I instead focused on the individual student materials that accompany the curriculum. These include a student workbook, a student assessment book, letter tiles on a magnetic board, and a two-sided dry erase board used for dictation of sounds, words and sentences on one side, and letter formation practice on the other. These materials are student friendly and provide hands-on opportunities for practice. Additional resources are available on the Foundations Fun-Hub, an online platform for worksheets, home-school connection letters, homework resources, and digital versions of all paper materials, the anchor

charts, the standard and large sound cards, the trick word cards, etc. These resources and materials are relevant for all learners regardless of their gender or culture. Explanations and instructions for using the materials are provided by the teacher but come straight from the teacher's manual. These directions are explicit and strategic. Visually, the materials are calm, and simple colors. Consonant cards/tiles are yellow while vowels are salmon, and glued sounds are green. The contrast in color is intentional and helps the student differentiate the types of letters that make up the sounds they hear in a word. For teachers, this manual is a good or superior fit, because of its predictable format and easy to follow structure. The curriculum utilizes several activities throughout the program, all of which are explained at the start of the book. The resources for each unit are available at the back of that section including all of the words that can be used in dictation practice. At the start of the unit, the program lays out exactly what you will teach the students, and explains how to differentiate and assess for your learners. It also provides a week at a glance so you can prepare your materials and lessons based on the activities that your students will be doing for the week. Online, there are tutorials for each activity, and videos of master teachers demonstrating these lessons for you to learn from. Foundations does an excellent job of making their materials conducive to learning and easy for teachers to navigate.

The guidelines for ESL/EFL textbook implementation tool on page 390 of the text requires the teacher to analyze the textbook in regards to several areas. When analyzing the activities that align with the Foundations program, I was pleased to see that the activities are relatively the same across multiple grade levels. I work in a building for students in pre-k to second grade and we all use Foundations. The students begin learning the specific activities, like drill sounds, and echo/find letters & sounds, early on in their schooling. As each year progresses, the content gets more difficult but the activities remain the same. I also appreciate that all the individual Foundations materials come stored in a student pouch. This cuts down on prep time, as students have everything they need all in one place right from the start. When analyzing what to skip, I considered my class from this past school year. Because we were incorporating shared reading and decodable text in our reading workshop time, I often chose to skip the Storytime activity in Foundations. Storytime was very similar to what I was already doing at another point in the day, and skipping it allowed me an extra day to focus on and review some of the skills from the unit that my students were struggling with.

- 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?**

My school is a primary school servicing students in pre-k to second grade. The ELL population is growing steadily but is currently moderate in size and diverse in language. We currently have no bilingual classes. Student assessments are determined by the classroom teachers, and all assessments are administered in English. In Kindergarten, 1st and 2nd grade, students are assessed using a formal benchmark from the F&P program, a sight word recognition list, and a CBM test consisting of word recognition and oral reading fluency. There are no accommodations made for ELLs on any of these assessments. For the benchmarking, they are read the same introductions and given the same books and comprehension questions as non-ELLs. It is also my understanding that as students approach the state-testing grades, the only accommodations allotted to them are those offered by NYS.

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

According to NYSED, In New York State, English language learners and multilingual learners are educated in a variety of different environments. For students pursuing a bilingual education, NYS offers three different programs. In the Transitional Bilingual Program, the students' home language is used to help them progress academically in all content areas while they acquire English. Students of the same home language learn to read, write and speak English while still being instructed in their home language as well. The goal for students in a Transitional Bilingual Program is to reach proficiency in English, then transition into a monolingual class without the additional support in their home language.

Dual Language Programs offer students the opportunity to become bilingual, biliterate, and bicultural while improving their academic ability. In the one-way Dual Language program model, students are all English language learners from the same home language. Instruction is given in both English and the home language simultaneously. The two-way Dual Language program includes both native English speakers and ELLs. In the majority of these classes, students receive half of their instruction in their home language and the remainder of their instruction in the target language. The goal of the Dual Language Programs are for students to develop literacy and proficiency in English and in the home language.

New York State also offers an English as a New Language, or ENL program. In an ENL program, instruction is given solely in English, using specific ENL instructional strategies. This program consists of the integrated and stand-alone models. In the ENL program, students often come from many different home languages, making them ineligible for the bilingual programs previously discussed (Program Options for ELLs/MLLs).

## **7. What is the purpose of Commissioner's Regulations - Sections 117 <http://www.p12.nysed.gov/sss/lawsregs/117-1-3.html> (Links to an external site.)**

As stated in the Commissioner's Regulations - Sections 117, "The purpose of this Part 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.” (Sections 117, Commissioner’s Regulations, NYSED)

## **8. How do the BLUEPRINT FOR ENGLISH LANGUAGE LEARNER/MULTILINGUAL LEARNER (ELL/MLL) SUCCESS**

<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf> (Links to an external site.) and **CR Part 154 Comprehensive ELL Education Plan (CEEP) and ENL staffing requirements connect with each other?** <http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-cep?> (Links to an external site.) <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>

These three documents are connected in that they outline services for ELLs and MLLs that ensure their academic success. The Blueprint for English Language Learner/Multilingual Learner Success provides a framework for administrators, policymakers, and practitioners (Blueprint for English Language Learner Success, NYSED). The CR Part 154 Comprehensive ELL Education Plan is a plan that is designed to meet the needs of an ELL/MLL required by New York State (Part 154, Commissioner’s Regulations, NYSED). A strong CEEP should be based upon the principles outlined in the Blueprint for English Language Learner/Multilingual Learner Success. Finally, the ENL Staffing Requirements chart shows the total minutes of instruction required, and the guidelines for staffing broken down by the English proficiency level and program type (stand-alone, integrated, flexible). Together, schools can use these documents to determine the type of instruction needed for its ELLs. Each document is useful on its own but provides a valuable overview when connected to the others.

### **References:**

Blueprint for English Language Learner Success. (n.d.). Retrieved June 27, 2022, from <http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

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