

## *EAL or Learning Support?*



Dr. Virginia Rojas  
EAL Consultant & ASCD Faculty  
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### *Myth or Not? (p. 1)*

- 1. Waiting five to seven years for English-language acquisition is necessary before ruling out 'language' as 'the' issue.*
- 2. Parents of English learners should speak English at home so as not to cause a learning issue.*
- 3. Too many international students from cross-national marriages end up with no language at all.*

### *Myth or Not? (p. 2)*

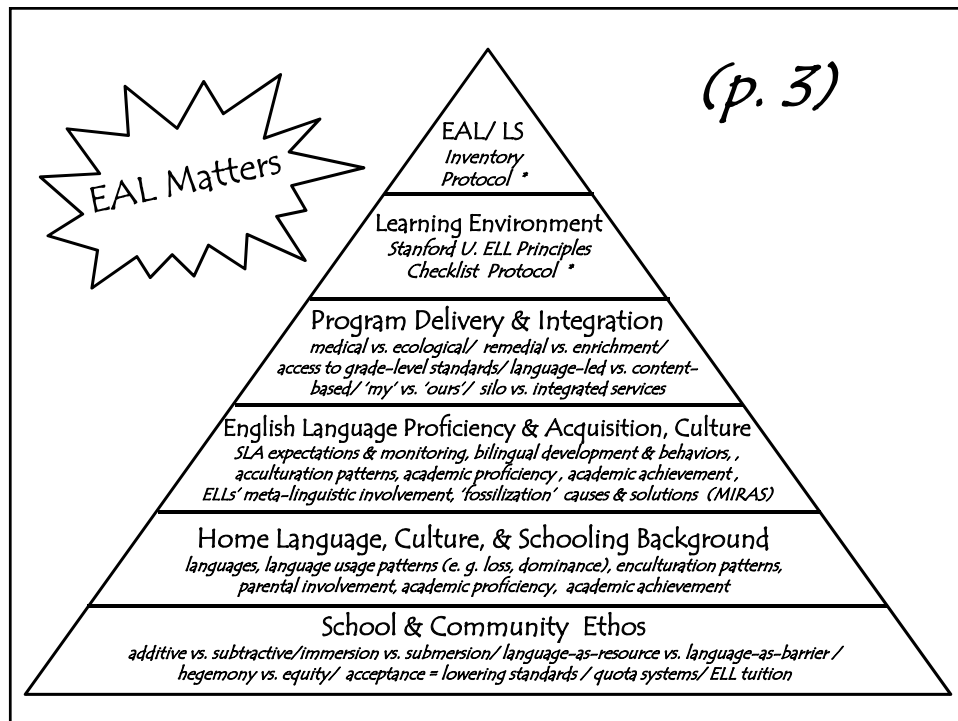
- 4. Demonstration of fossilized language forms indicates a definite learning issue.*
- 5. Lack of English-language proficiency is a 'disability' which makes English learners qualify as 'learning support' students.*
- 6. ELLs should receive services from a speech pathologist in order to eradicate accents in English.*

### *Myth or Not? (p. 2)*

- 7. English learners from dual-language families have higher chances of having a learning issue.*
- 8. An IEP for a learning support student uses the same strategies as those used for ELLs which is why a LS teacher can provide services.*
- 9. English-language tests can be exclusively used to identify a learning issue with English learners.*

## Myth or Not? ( p. 3)

10. *If an English learner is identified as having a learning issue, at least he will get some extra help.*



## TEAM Jigsaws EAL Checklist (pp. 6-7)

ELS' Backgrounds & Academic Language Development	FIDELITY TO COLLABORATIVE & RESEARCH-BASED ELL INSTRUCTION			Collaborative Assessment
	<i>Planning with Rigor</i>	<i>Progressive Scaffolding &amp; Differentiation</i>	<i>Academic Language &amp; Literacy Development</i>	
#1	#3	#5	#5	#6
#2		#4		

## PAIRS List Possible Explanations (pp. 8-13)

EAL/ LS TEAM PROTOCOL <small>*Adapted Hamayan, E. et al (2013).</small>				
Observable Behaviors	Possible ELL Explanations	Possible ELL Approaches	Possible LS Explanations	Possible LS Approaches

## ... & Then

- *SOLO completes possible approaches*
- *PAIRS share possible approaches*
- *TEAM shares possible explanations & approaches*

## References

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EAL CHECKLIST @VPROJAS, 2014

Based on Stanford U. Six Key Principles for ELL Instruction (<http://ell.stanford.edu/content/six-key-principles-ell-instruction>)

Focus on ELs' BACKGROUNDS & ACADEMIC LANGUAGE DEVELOPMENT	Focus on FIDELITY TO COLLABORATIVE & RESEARCH-BASED INSTRUCTION			Focus on COLLABORATIVE ASSESSMENT
	Planning With Rigor	Scaffolding & Differentiation	Scaffolding Academic Language & Literacy Skills	
<p><b>#1 Academic Language Development Across the Curriculum (+ oral language)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> schoolwide goal of academic language proficiency</li> <li><input type="checkbox"/> intentional &amp; explicit academic language instruction</li> <li><input type="checkbox"/> linguistically-rigorous &amp; content-rich tasks with scaffolds (word banks, sentence starters, rehearsed talk &amp; rehearsal time with explicit expectations &amp; feedback)</li> <li><input type="checkbox"/> talking about content in multiple formats</li> <li><input type="checkbox"/> frequent opportunities for structured &amp; active peer-discussions (project-based, problem-based, product-based, inquiry-based, conferences)</li> <li><input type="checkbox"/> flexible &amp; fluid language proficiency groupings for language acquisition</li> <li><input type="checkbox"/> oral language summative assessments with higher-level thought &amp; discourse patterns</li> <li><input type="checkbox"/> effective questioning techniques</li> <li><input type="checkbox"/> metacognitive awareness &amp; reflection (student)</li> <li><input type="checkbox"/> informal vs. formal language register awareness (i.e. expecting the 'right' response using the 'right' language)</li> </ul>	<p><b>#3 Standards-Based Planning &amp; Collaboration</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accessing grade-level standards</li> <li><input type="checkbox"/> aligned content and language learning targets</li> <li><input type="checkbox"/> authentic performance assessment tasks (evidence of standards)</li> <li><input type="checkbox"/> strategically planned learning experiences</li> <li><input type="checkbox"/> tailored and flexible lessons</li> <li><input type="checkbox"/> 'input/ intake/ output' lessons</li> <li><input type="checkbox"/> co-teachers working collaboratively with clarity of roles &amp; responsibilities</li> <li><input type="checkbox"/> co-teachers working collaboratively to extend language usage &amp; academic achievement</li> <li><input type="checkbox"/> strategic and flexible use of different co-teaching models</li> <li><input type="checkbox"/> joint decision making and shared management</li> <li><input type="checkbox"/> Infrastructure of collaboration to integrate delivery of services</li> </ul>	<p><b>#5 Sheltered Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 'affectively-supportive' climate</li> <li><input type="checkbox"/> 'comprehensible input' strategies</li> <li><input type="checkbox"/> step-by-step modeling</li> <li><input type="checkbox"/> strategies for following classroom directions, routines, and tasks</li> <li><input type="checkbox"/> grouping configurations to support verbal interaction</li> <li><input type="checkbox"/> graphic organizers</li> <li><input type="checkbox"/> active and engaging learning experiences</li> <li><input type="checkbox"/> strategies to provide access to written texts</li> <li><input type="checkbox"/> differentiated or scaffolded assessments to <i>progress linguistically</i></li> </ul> <p><b>#5 Scaffold Content/ Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> scaffolding strategies for accessing materials</li> <li><input type="checkbox"/> scaffolding strategies for accessing content</li> <li><input type="checkbox"/> scaffolding strategies supporting presentation of content</li> <li><input type="checkbox"/> scaffolding process model</li> <li><input type="checkbox"/> scaffolding strategies aligned with second language acquisition processes (<i>building background, scaffolding meaning, extending language</i>)</li> <li><input type="checkbox"/> scaffolded tasks with complex concepts, text, and language</li> </ul>	<p><b>#5 Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> intentional and explicit academic vocabulary lessons</li> <li><input type="checkbox"/> pre-teach or frontload &amp; multiple practice opportunities</li> <li><input type="checkbox"/> academic vocabulary usage or <i>transfer</i> strategies &amp; monitoring</li> </ul> <p><b>#5 Academic Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> valid &amp; reliable instrumentation &amp; data gathering approaches</li> <li><input type="checkbox"/> ESL research-based <i>initial</i> reading component skills &amp; strategies for early elementary ELs</li> <li><input type="checkbox"/> grade-level, high-quality, age-, and reading-level appropriate, primary or English language materials</li> <li><input type="checkbox"/> culturally and linguistically sensitive pre-reading instruction</li> <li><input type="checkbox"/> interacting with text structures, reading strategies &amp; close reading techniques</li> <li><input type="checkbox"/> higher-order thinking skills for during reading <i>transfer</i></li> <li><input type="checkbox"/> ESL research-based reading comprehension strategies</li> <li><input type="checkbox"/> <i>tiered</i> oral and written assessments focused on correct information and on 'interlanguage' appropriate errors</li> </ul>	<p><b>#6 Assessment for Learning (academic achievement)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> review &amp; use of data when planning</li> <li><input type="checkbox"/> evidence-centered assessment design</li> <li><input type="checkbox"/> assessment to readjust instruction</li> <li><input type="checkbox"/> feedback on content &amp; learning targets</li> <li><input type="checkbox"/> documentation</li> <li><input type="checkbox"/> continuous analysis of data to <i>progress</i> ELs' academic achievement (concept development &amp; mastery)</li> <li><input type="checkbox"/> qualitative rubrics &amp; conferences</li> <li><input type="checkbox"/> Four-Square Reflection Protocol</li> <li><input type="checkbox"/> Teacher walkthroughs using 'Look Fors' Protocol</li> </ul> <p><b>#6 Second Language Acquisition 'Progress' Monitoring</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> goal of acquiring high-levels of academic language proficiency</li> <li><input type="checkbox"/> collaborative implementation of aligned content and language standards/ learning targets</li> <li><input type="checkbox"/> collaborative implementation of the instructional and assessment framework principles</li> <li><input type="checkbox"/> analysis of language usage data as per second language acquisition stages and proficiency continuum</li> </ul>

EAL CHECKLIST ©VPROjas, 2014

Based on Stanford U. Six Key Principles for ELL Instruction (<http://ell.stanford.edu/content/six-key-principles-ell-instruction>)

<p><b>#2 Primary Languages and Cultures (<i>translanguaging approaches</i>)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> multilingual ecology</li> <li><input type="checkbox"/> culturally relevant learning environment</li> <li><input type="checkbox"/> multilingual collaborative work &amp; partners</li> <li><input type="checkbox"/> multilingual literacy <i>transfer</i> tools</li> <li><input type="checkbox"/> multilingual language development</li> <li><input type="checkbox"/> multilingual libraries &amp; materials</li> <li><input type="checkbox"/> multilingual technologies</li> <li><input type="checkbox"/> multilingual school communication media/ parental involvement</li> <li><input type="checkbox"/> explicit contrastive language instruction</li> <li><input type="checkbox"/> culturally relevant topics and/ or materials</li> <li><input type="checkbox"/> point of view discussions for cultural differences</li> </ul>		<p><b>#4 Differentiation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> explicit language <i>progression</i> when planning</li> <li><input type="checkbox"/> different materials (content)</li> <li><input type="checkbox"/> different tasks (products)</li> <li><input type="checkbox"/> different ways of learning (process)</li> <li><input type="checkbox"/> different &amp; flexible groupings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ESL research-based reading strategies across curricula content areas</li> <li><input type="checkbox"/> cross-disciplinary opportunities for focused and 'content-related' contrastive reading comprehension skill instruction</li> </ul> <p><b>#5 Academic Writing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESL research-based writing strategies scaffolded by English language proficiency levels</li> <li><input type="checkbox"/> scaffolded instruction to write in multiple formats across content areas</li> <li><input type="checkbox"/> exemplars and mentor texts for different types of writing across content areas</li> <li><input type="checkbox"/> mini-lessons conducted by ESL teachers intentionally and explicitly focused on the structures and patterns of English <i>progressively</i></li> <li><input type="checkbox"/> conferences conducted by ESL teachers intentionally and explicitly focusing on error correction for specific-level-appropriate aspects of language</li> <li><input type="checkbox"/> differentiated writing assignments focused on choice and not level of complexity</li> <li><input type="checkbox"/> workshop model</li> <li><input type="checkbox"/> feedback conferences using the writing rubrics</li> <li><input type="checkbox"/> meta-cognitive awareness of how different types of writing differ between languages</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> continuous analysis of data to <i>progress</i> ELs' proficiency levels</li> <li><input type="checkbox"/> collaborative portfolio conferences whereby teachers intentionally and explicitly provide feedback</li> <li><input type="checkbox"/> ELs' meta-cognitive awareness of and involvement in the development of their academic English language proficiency</li> <li><input type="checkbox"/> instructional and assessment framework to monitor and address 'fossilization' when needed</li> </ul>
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## EAL/ LS TEAM PROTOCOL

*Adapted, ©Hamayan, E. et al. (2013). (2<sup>nd</sup> Ed.). Special education considerations for English language learners: Delivering a continuum of services, Caslon Publishing.*

Observable Behaviors	Possible ELL Explanations	Possible ELL Approaches	Possible LS Explanations	Possible LS Approaches
<p>Omits words or adds words to a sentence. Forgets names of things h/she knows.</p>	<p><i>Circumlocution language learning strategy to compensate for lack of English vocabulary; lack of practice with newly-acquired vocabulary</i></p>	<p><i>'Translanguaging' vocabulary strategies (e.g. cognates, multilingual word walls, vocabulary inquiry across languages); Multiple practice opportunities with vocabulary (i.e. exposure, practice, mastery) using different modalities &amp; in different language domains (i.e. oral, reading, writing)</i></p>	<p><i>Memory/ oral language processing difficulties</i></p>	
<p>Is easily distracted.</p>	<p><i>Doesn't understand; no visual concrete support; mentally saturated from immersion</i></p>	<p><i>'Translanguaging' multilingual listening center; small-group project based tasks; active, hands-on learning experiences (e.g. manipulatives, experiments, etc.)</i></p>	<p><i>Auditory processing ADHD ADD</i></p>	



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Has trouble following directions.	<i>Doesn't understand; No demonstrations or context provided</i>	<i>'Translanguaing' multilingual directions; visual cues,</i>	<i>Sequencing problems Processing attention Memory</i>	
Can do rote arithmetic on paper, but has difficulty with math word problems.	<i>Language-based; system different (e.g. measurement); math usually in dominant language.</i>	<i>'Translanguaging' math partners; math constructive conversation posters; math paired conversation protocol; rebus math problems.</i>	<i>Processing - abstract reasoning; lack of generalization; can't hold information in head long enough</i>	
Avoids writing.	<i>Most difficult language domain for beginning language learners; afraid of making mistakes</i>	<i>'Translanguaing' with interactive writing or independent writing; Language Experience Approach; pass around writing scaffold; text framework or sentence starters scaffolds.</i>	<i>Fine motor difficulties; expressive language difficulties; frustration from overcorrection</i>	

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Doesn't appear to transfer learning from one lesson to another. Has to relearn each concept from scratch.				
Very literal. Misses inferences, subtleties, nuances, and innuendos.				
Often understands concepts but cannot express this understanding in written symbolic form with paper and pencil or multiple-choice tests.				
Learns from watching more than listening.				

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Observable Behaviors	Possible ELL Explanations	Possible ELL Approaches	Possible LS Explanations	Possible LS Approaches
Has difficulty categorizing, classifying, or summarizing.				
Has difficulty providing an oral narrative of a story just read.				
Low frustration tolerance. Gives up easily or explodes.				
Finds it difficult to commit multiplication facts to memory.				

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Has difficulty grasping cause-and-effect relationships from oral or written input in English.				
Has difficulty seeing patterns in oral or written messages.				
Poorly organized.				
Has difficulty hearing fine differences in words (e.g. writes <i>pen</i> for <i>pin</i> ).				
Freezes when asked to perform on demand.				
Confuses order of letters in words.				

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Doesn't hear sequence of sounds in words; writes isolated parts of words (e.g. amil for animal)				
Has trouble seeing verbal or visual similarities and differences.				
Has handwriting difficulty; writes very slowly.				
Reads without expression.				
Omits words or adds words to a sentence. Forgets names of things h/she knows.				