

Instructional Support

Roles and Responsibilities

- Classroom teachers focus on teaching content
- ESL/ELL staff focus on teaching English
- All staff are responsible for ELL achievement on the Ohio English Language Proficiency Standards

Ohio English Language Proficiency Standards

- Aligned with research of SLA and cognitive development
- Reflect SLA stages, BICS/CALP, and Bloom's Taxonomy
- Levels: prefunctional, beginning, intermediate, advanced, proficient
- Domains: listening, speaking, reading, writing

SLP Role in ELL Instruction

- If no ESL/ELL program, SLP provides ESL only if ASHA competencies are met
- SLPs can assist in general and specific student supports or instruction
- If competencies are lacking: consult, advocate, train, support CRP by sharing information on universal program components and best practice strategies

Determining Language Support Needs

- Determine newcomer's L1(s) and/or dialects
- Determine other opportunities for English exposure
- Determine language dominance and proficiency levels across domains for all languages
- Determine cultural influences on classroom interactions
- Encourage continued L1 language development at home

SLP Role in Supporting CRP in the Classroom

- Create a language rich environment, label everything
- Begin journals and personal dictionaries/word walls
- Begin daily bilingual word of the day for class sharing and self-esteem
- Create thematic units across disciplines
- Modify assignments
- Encourage rotating partnering

SLP Role in Supporting CRP in the Classroom

- Encourage use of visual schedules
- Use technology: books on tape, videos, SmartTalks, language masters, software, DVDs, Boardmaker, Leapfrog, iPods
- Reduce background noise

SLP Role in Supporting CRP in the Classroom

- Speak slowly, clearly, naturally
- Face the ELL student
- Use literal concrete language
- Highlight key phrases for emphasis
- Minimize gestures, physical contact and monitor proxemics
- Include the student in all instruction

SLP Role in Supporting CRP in the Classroom

When responding to 'errors' during interlanguage stages, teachers should be seen as providing feedback, helping reshape the process rather than telling students they are wrong

Harmer, 2006

SLP Role in Supporting CRP for Child Study Teams

- Prereferral: guide ethnographic interview, train team on SLA stages and acculturation
- Interventions: assist with design that respects SLA stages and acculturation
- Assessment: guide testing modifications, train and prepare staff to work with cultural brokers

SLP Role for Language Transfer

Support: Phonology

- No Spanish words end in /p/, few in /t/, ELLs may need extra help reading, writing, saying words with these endings
- /l/ clusters are not common in Asian languages, ELLs may need visual prompts
- Short 'a' is not common to many languages, accept approximations
- Use this knowledge to provide context and understanding to staff for concerns about sound production

SLP Role for Language Transfer

Support: Syntax

- Asian languages have few, if any pronouns
- Few languages use suffixes for comparatives
- Slavic languages are not as rich in article usage
- Noun/adjective positions vary across languages, look for cross-linguistic influences
- Use this knowledge to provide context and understanding to staff for concerns about grammar

SLP Role for Language Transfer

Support: Semantics

- The most important aspect in language learning is building vocabulary
- Simply introducing new content vocabulary once is not enough
- Extended and repeated opportunities are needed
- CALP/content area vocabulary is the primary source of difficulty with content understanding
- CALP/content vocabulary is often abstract and lacks context or background knowledge
- Many concepts and vocabulary do not have direct translation in L1
- Use this knowledge to provide context and understanding to staff for concerns about vocabulary

SLP Role for Language Transfer

Support: Pragmatics

- Classroom environment and expectations are new and often confusing
- The hidden rules of behavior are subtle and include:
 - How to: address teachers, ask questions, answer questions, participate/volunteer
 - When to: do group work, work alone
 - How/when to: ask for help, ask to use the restroom, ask to call home
- Use this knowledge to provide context and understanding to staff for concerns about behavior

SLP Role in Supporting CRP for Literacy

- Determine newcomer's L1(s) and/or dialects
- Determine language dominance and proficiency levels across domains for all languages
- Determine newcomer's L1 literacy
- Does L1 have a written form? A roman alphabet? Directionality of print?
- Determine relationships between L1 and English
- Authentically assess literacy skills
- Assess cultural value of/exposure to literacy
- Encourage reading in L1 at home

SLP Role in Supporting CRP for Literacy

- Vocabulary skills, a main predictor of academic success
- Focus on vocabulary and increased exposure to print
- Provide opportunities to engage in structured academic talk

Reading Rockets, 2008

SLP Role in Supporting CRP for Literacy

- All domains (R, W, S, L) of language learning are connected
- Oral language development supports literacy development and
- Literacy development supports oral language development

Samway and McKeon, 2007

SLP Role in Supporting CRP for Literacy

- Young children learn word meanings through conversations with others so, the more oral language they use the more word meanings they learn
- Build vocabulary skills through context and strong visual supports to enhance content knowledge
- Find native language reading material, picture dictionaries
- Collaborate with district literacy team, media staff, librarians for resources

SLP Role in Supporting CRP for Literacy

- Explicitly teach cognates
- Watch for false cognates
- Older students have the meta skills to make comparisons and connections
- Use bilingual dictionaries only if literate in L1, do not assume biliteracy or dictionary skills
- Respect silent period and other SLA stages during reading activities

See Appendix for cognates

SLP Role in Supporting CRP for Literacy

- Teach vocabulary systematically and thematically
- Look for common roots, prefixes, suffixes
- Preview and review multiple times, 15 or more exposures often required
- Begin with contextualized meaningful introduction of new word or concept
- Respect SLA characteristics and anticipate the need for extended time for learning new vocabulary

SLP Role in Supporting CRP for Literacy

- Build confidence, reread familiar or favorite books
- Access prior knowledge
- Ask questions for understanding appropriate to Bloom/SLA stages
- Build meaning with multiple opportunities for exposure
- Create personal word walls

SLP Role in Supporting CRP for Literacy

One of the biggest assumptions educators make is that bilingualism equates with biliteracy, when in fact- a developing bilingual student may lack L1 literacy skills yet be a proficient speaker

Olson, 2005

SLP Role in Supporting CRP for Literacy

Literacy in a child's native language establishes a knowledge, concept and skills base that transfers from native language reading to reading in a second language

Collier & Thomas, 1992; Cummins, 1989

SLP Role in Supporting CRP for Writing

- Writing is developmental and not necessarily linear, encourage prewriting and writing activities
- Expose ELLs to meaningful print experiences early on
- Share this knowledge with teachers and collaborate to provide supports

Samway, 2005

SLP Role in Supporting CRP for Math

- Academic language is a significant source of difficulty for ELLs who struggle with math
- CALP support is needed to solve word problems and understand the language of math for assessment and instruction
- Share this knowledge with teachers and collaborate to provide supports

Reading Rockets, 2008

Reminders

- Many effective gen ed practices work for ELLs, often requiring more time and repetition, (e.g., average 7 or less exposures to learn a new word for monolinguals vs. ~12-15 for ELLs)
- Allow more time to respond, as ELLs often need increased time to process meaning between two languages
- Explicitly teach similarities and differences across all language levels