

ESOL
in Higher Ed

Part Two

Preparing the Way: Teaching ELs in the PreK-12 Classroom

Applying Concepts from Chapter 5

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General Instructions

Refer to the readings in the textbook to complete the following activities in order to apply what you have read in **Chapter 5** to authentic instructional scenarios.



Note: You will not be able to do these activities without reading the text.

Phonology

To help you hear the pronunciations of speakers of the languages mentioned below, refer to the *George Mason University* recordings of speakers of various languages reading a passage in English at www.accent.gmu.edu.



Scenario One

Fahad, a 13 year-old boy from Kuwait, has been assigned to your class. He is a native speaker of Arabic. Among his difficulties with listening and reading is the reception and production of the /p/ and /b/ sounds, as in 'park' and 'bark'.



Application Activities:

1. Analyze the problem with reference to *Fahad's* first language. Why does he have this difficulty?
2. Design a three part minimal pair drill to help *Fahad* **hear** the difference between the two sounds in three environments: **word-initial**, **word-medial**, and word-final.
3. Devise ways to help him **produce** the two sounds in the same words.

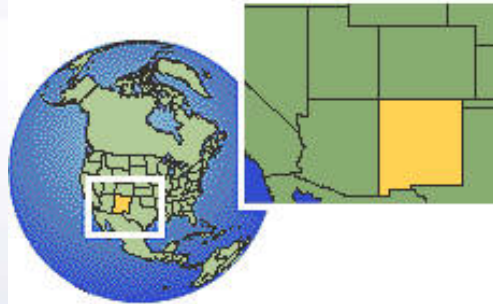
Application Activities:

4. Find a speaker of Arabic, complete the drill; then, assign a brief reading passage with the two sounds.
5. Stop the student when s/he mispronounces the word, then assist him/her to correct him/herself as she continues.



Scenario Two

María Ester, a 9 year-old girl from Mexico, is in your class. She is a native speaker of Spanish. Among her difficulties with listening and speaking is the reception and production of the /i/ and /I/ sounds as in 'feet' and 'fit'.



Application Activities:

1. Analyze the problem with reference to *María Ester's* first language and to the English and Spanish vowel system charts. Why does she have this difficulty?
2. Design a minimal pair drill to help her hear the difference between the two sounds.
3. Devise ways to help *María Ester* produce the two sounds in various minimal pairs.



Application Activities:

4. Find a speaker of (Mexican) Spanish; complete the drill; then, ask him/her repeat the word pairs having the two sounds in contrast.
5. Stop the student when s/he mispronounces a word; then, assist him/her to correct him/herself.



Morphology

Refer to *Table 5.22, Levels (Stages) of L2 Development*, to help you understand what learners at each stage are able to do with English.

APPLICATION ACTIVITY:

Create a game for upper elementary ELs at early speech or speech emergence levels of proficiency who can play among themselves (or with native speakers). The purpose of the game is to help ELs decide whether a verb in the past tense is regular or irregular. Then they must say and spell the past tense form.

Application Activity:

With reference to *Table 5.2 and 5.3*, create a 24 item exercise for early speech or speech emergence proficiency level middle school ELs to help them select the correct derivational affix for a particular word in context, (12 prefixes, 12 suffixes).

For example:

- 1) (suffix) The (fear) child would not leave the house alone.
- 2) (suffix) We were very excited as we awaited the (arrive) of our uncle from Ghana.
- 3) (prefix) How will we (-port) those boxes from Atlanta to Miami?
- 4) (prefix) You have to (duct) the discount from the price on the sales tag.

You may choose to use references such as the following:

http://centralschools.org/~shs/OW_EngIIU5A2ii.pdf

https://www.msu.edu/~defores1/gre/roots/gre_rts_afx3.htm

Syntax

These next two application activities should guide ELs in developing proficiency in English word order and in sentence complexity.



APPLICATION ACTIVITY ONE:

You are working with a small group of elementary ELs at early speech production proficiency levels in their English development.

Create a short story at a grade 2 reading level with sentences of no more than six words in length.

Write each word of the first sentence on a small piece of cardstock paper; capitalize the first word; put a period after the last word; put the words in an envelope.

Complete the same process for each sentence.

Ask ELs to put the words in each envelope in the correct order. Then, ask them to write the sentences and arrange them in the correct story order.

Application Activity Two:

You have a group of high school ELs at speech emergence or intermediate fluency levels of English proficiency (Stages 3 and 4) who need to develop greater skill in writing sentences.

With reference to the following websites, design a three class period unit plan to support your ELs with these basic sentence structures.

Visit: http://www.eslgold.com/grammar/basic_sentence.html

to find the five basic patterns and

<http://eslus.com/LESSONS/GRAMMAR/COMBINE/S1.htm>

or

<http://www.wyzant.com/resources/lessons/english/esl/combining-sentences>

for information on building compound and complex sentences using sentence-combining.

Semantics, Pragmatics, and L2 Learning

Scenario:

Your new 12 year-old EL, *Hadija* from Somalia, has never attended school and does not know any English yet (Pre-Production Stage 1).

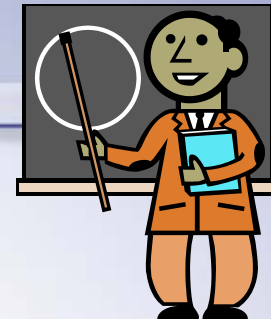
You have been assigned to work with her for the first six weeks of school, and must teach her to understand and pronounce a large number of words, phrases, and short sentences relevant to her school and community adjustment, specifically those appropriate to BICS and CALP functions.

Although Hadija will be placed in some middle school classes such as art, computers, and P.E., she will not be able to succeed in academic classes for some time. Nonetheless, your special tutoring should help her prepare for both communicative and academic functions.

Application Activity:

- a) Prepare a mini-curriculum of useful words and phrases.
- b) Select appropriate instructional strategies to help Hadija learn the English vocabulary and phrases.
- c) Describe conditions according to which you would introduce reading and writing, and explain how you would assist Hadija's other teachers to help her learn major concepts in their subjects.





Reminders

It is important to realize that teen-agers without literacy in their L1 must develop cognitive skills, such as memorizing, before they can be introduced to print.

They must associate new words with concrete objects, persons, and situations before they can learn abstract words and concepts.

Use relevant information from each section of Chapter 5, paying special attention to lexicon & vocabulary learning, language functions, and to the explanation of the Language Experience Approach (LEA).

Platt (2014) concludes:

Second language learning involves several different kinds of internal and external processes and factors.

Second language learning can be challenging and rewarding for all concerned when teachers are **aware** of their ELs' needs and **knowledgeable** about language, language learning, and language in society.

Teachers not only need to understand the internal processes, but also the external factors that contribute to how their students and their community experience the world beyond the American classroom.



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