

ESOL
in Higher Ed

Chapter Two

Using Proficiency Testing to Improve Instruction: WIDA and CELLA

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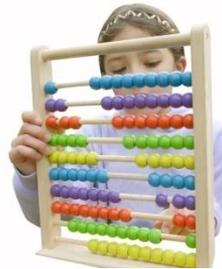


Proficiency testing informs instruction and is critical in making connections between language proficiency and the classroom environment.



NCLB requires annual proficiency assessment of ELs.

Website: <http://www2.ed.gov/nclb/landing.jhtml>



Elementary and Secondary Education Act (ESEA)
No Child Left Behind (NCLB), 2001

Proficiency Testing:

- **Discrete Point**-language measured in small bits such as, multiple-choice or fill-in type questions
- **Integrated Approach**-language viewed as an immediate use of skills such as, learning new vocabulary words by listening to a story and retelling it
- **Pragmatic Skill**-language viewed as tasks that seek more 'real-life' experiences such as, making inferences in story retell

- Define proficiency testing and its 3 theoretical approaches in your own words.
- Explain how testing results affect teacher planning and classroom strategies.



World-Class Instructional Design and Assessment (WIDA) Consortium

The mission of the WIDA Consortium is to advance academic language development and achievement for PreK-12 ELs through high-quality standards, assessment, research, and professional development.

Go to: <http://www.wida.us/>

Its Purpose

To promote educational equity and academic achievement for ELs.

WIDA English Language Proficiency (ELP) Standards address listening, speaking, reading and writing domains.

The framework is both **summative** (*demonstration of ELs' level of language proficiency over an extended time*) and **formative** (*to guide learning and instruction on a continuing basis*).

<http://www.wida.us/>

WIDA

World-Class Instructional Design and Assessment

ESOL MODEL PERFORMANCE INDICATOR

Describes a specific level of English language proficiency for a specific language domain (listening, speaking, reading, writing).

Three elements:

- 1. language function (e.g., to describe)*
- 2. example topic (e.g., language operations)*
- 3. support (e.g., pictures)*

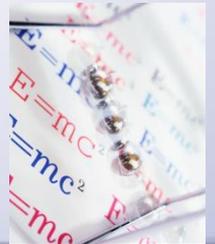
Strands are thematically connected and scaffolded from one level of language proficiency to the next.

- 3 Tiers: beginning, intermediate, advanced
- Scores used to...
 - monitor ELs' progress annually.
 - determine when ELs attain proficiency in English according to state criteria.
 - inform classroom instruction and assessment.
 - assist in programmatic decision-making.

www.wida.us/

Krashen's Theory of SLA

Website: <http://www.sk.com.br/sk-krash.html>



ESOL KRASHEN'S FIVE HYPOTHESES

- Acquisition vs. Learning
- Monitor Hypothesis
- Natural Order
- Input Hypothesis
- Affective Filter

<http://www.sk.com.br/sk-krash.html>

Acquired is a subconscious process similar to the way children acquire their first language.

Learned is the conscious knowledge about a language, i.e., knowing the grammar rules of a language.



Krashen's Theory of SLA

<http://www.sk.com.br/sk-krash.html>



An internal set of explicit grammar rules ELs may use when they have time to focus on the accuracy of their utterances, e.g., when they write in English.

According to Krashen (2007), the monitor acts in planning, editing, and correcting when second language learners have met three specific conditions: (a) have sufficient time, (b) focus on form or think about correctness, and (c) know the rules.

Krashen's Theory of SLA

<http://www.sk.com.br/sk-krash.html>



ESOL NATURAL ORDER HYPOTHESIS

Grammatical structures follow a natural order. Some grammatical structures are acquired early while others later. This is independent of learner's age, background, and conditions of exposure (Krashen, 2007).

[Krashen's Theory of SLA](http://www.sk.com.br/sk-krash.html)
<http://www.sk.com.br/sk-krash.html>



Introduces concept of **(i +1)** or **comprehensible input** as a condition of language acquisition.

ELs understand input language (i) that is a bit beyond their current level of language competence.

ELs progress along a 'natural order' when receive 'input' that is one step beyond their current stage of linguistic competence.

For example, if an EL is at stage 'i' then, acquisition takes place when exposed to 'comprehensible input' that belongs to level (i + 1) (Krashen, 2007).

Krashen's Theory of SLA

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According to Krashen...

- Affective variables such as **motivation**, **self-confidence**, and **anxiety** play a role in classroom learning.
- Low motivation, low self-esteem, and debilitating anxiety can 'raise' the affective filter and form a 'mental block.'
- Acquisition best takes place in environments where anxiety levels are low.

Krashen's Theory of SLA
<http://www.sk.com.br/sk-krash.html>



ESOL Stages of Second Language Acquisition

I. Pre-Production

This stage may last anywhere from 10 hours to 6 months. ELs comprehend up to 500 words, but they may not be confident enough to use these words. ELs might experience a silent period—that is, they may not speak, but respond by pointing, performing, gesturing, nodding, or responding with a simple yes/no.

II. Early Speech Production

This stage may last an additional 6 months after pre-production. ELs have a vocabulary containing approximately 1,000 receptive words. They usually speak in one or two word phrases, and they respond to comprehension questions by giving short answers to simple questions.

ESOL Stages of Second Language Acquisition

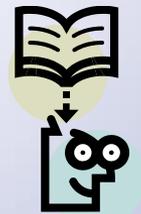
III. Speech Emergence

This stage may take up to another year after early speech production. ELs have approximately 3,000 words in their vocabulary. They can use short phrases and simple sentences to communicate, and they are able to ask and answer simple questions. In longer sentences, their language contains grammatical errors that often interfere with meaning.

IV. Intermediate Fluency

This stage may last another year after speech emergence. ELs' active vocabulary is close to 6,000 words. They are able to create complex statements, state their opinions, ask for clarifications, and speak at great length.

- Reflect on how Krashen and Terrell's 4 stages of language acquisition affect teaching and learning.
- Review TESOL's 5 language levels of proficiency.
- Compare Krashen and Terrell's proficiency stages with the TESOL language proficiency levels.
- How does knowledge of proficiency levels support ELs' academic and social skills?



- Developed to meet the needs of NCLB.
- Measurement of four language proficiency skills: listening, speaking, reading, and writing.
- Developed by Educational Testing Services (ETS).
- Data used to make instructional decisions for ELs; NOT used for grade level placement or promotion/retention,

Source: <http://www.fldoe.org/aala/cELLa.asp>

Every teacher must be able to effectively integrate assessment of content area knowledge with the development of English language proficiency.



ESOL Refer back to Chapter Two for resources.

- Describe how state and national legislation on proficiency assessment affects the classroom today.
- Describe the role of parents, administrators, guidance counselors, school psychologists, and teachers in meeting these requirements.





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