



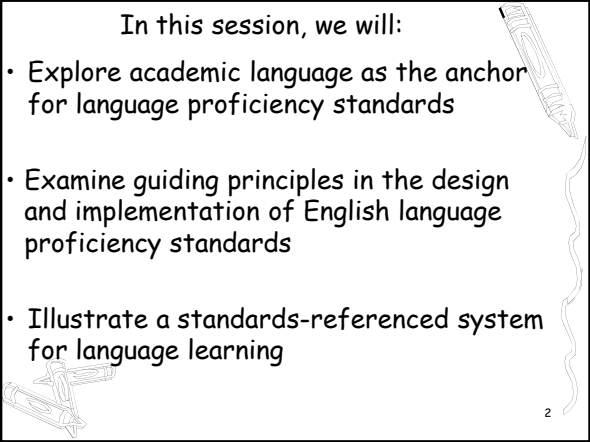
Guiding Principles in Designing English Language Proficiency Standards

2010 Reading Institute
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Margo Gottlieb, Ph.D.



In this session, we will:

- Explore academic language as the anchor for language proficiency standards
- Examine guiding principles in the design and implementation of English language proficiency standards
- Illustrate a standards-referenced system for language learning



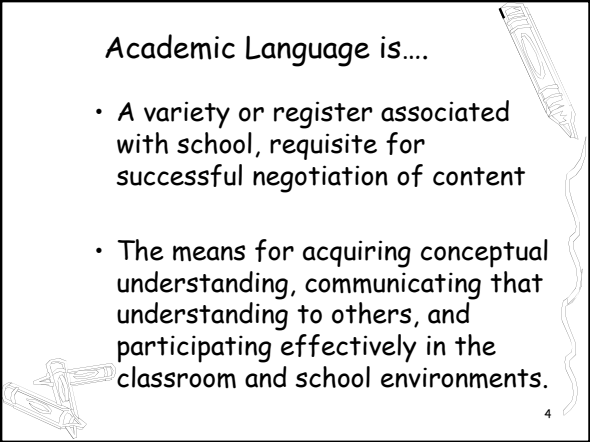
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Academic language is the anchor for language proficiency standards



Academic Language is...

- A variety or register associated with school, requisite for successful negotiation of content
- The means for acquiring conceptual understanding, communicating that understanding to others, and participating effectively in the classroom and school environments.



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'Mastery of academic language is arguably the single most important determinant of academic success for individual students...

It is not possible to overstate the role that language plays in determining students' academic success...

Proficient use of- and control over- academic language is key to content-area learning.'

(Frances, Rivera, Lesaux, Kieffer, & Rivera, 2006), p. 7.

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Academic language must undergird and be the focus of language proficiency standards so that dual language learners have the opportunity to:

- * Have equity and access to age appropriate, grade-level content

- * Meet rigorous expectations to be able thrive in school.

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Academic language is just one aspect of the process of language development.

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Developing control over all aspects of a language system is a major undertaking of the first 5 years of a child's life that entails:

1. Phonology...the sounds
2. Vocabularythe lexicon
3. Syntax...the grammar
4. Discourse...the genres
5. Pragmatics...the rules of language use

(Tabors, 2008)

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Remember...

Young dual language learners, in large part, are developing not one, but two languages simultaneously!

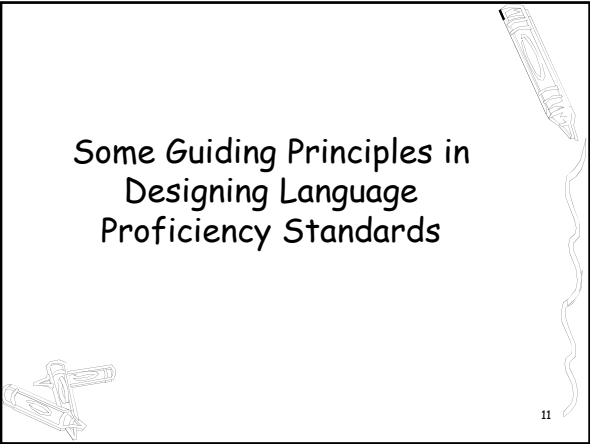
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Turn and Talk

What do you consider the most important aspects of academic language in your setting? What are the implications for teaching young dual language learners?

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Some Guiding Principles in
Designing Language
Proficiency Standards

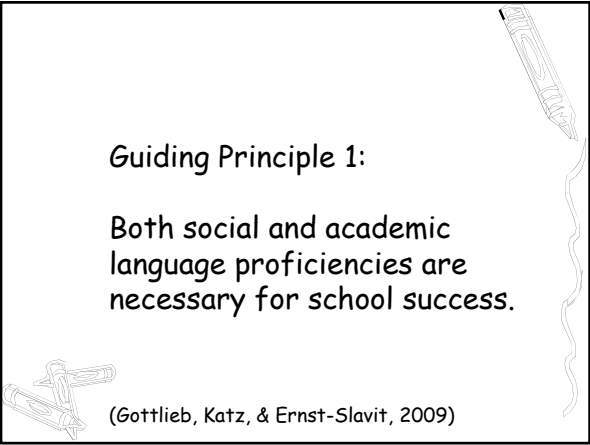


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Guiding Principle 1:

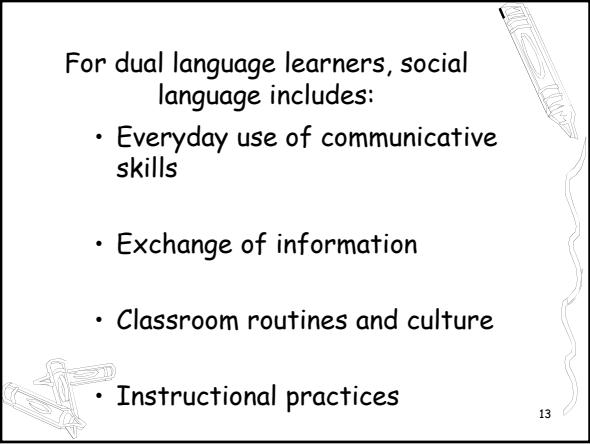
Both social and academic
language proficiencies are
necessary for school success.

(Gottlieb, Katz, & Ernst-Slavit, 2009)



For dual language learners, social
language includes:

- Everyday use of communicative
skills
- Exchange of information
- Classroom routines and culture
- Instructional practices



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PreK-12 English Language Proficiency Standards (WIDA, 2004, 2007; TESOL, 2006)

Standard 1:

Social, instructional, (& intercultural) *language*



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Turn and Talk

What are some examples of social language that are critical for young dual language learners' success in school?



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For dual language learners, academic language includes:

- Receptive and productive skills
- Linguistic complexity
- Vocabulary usage, including multiple meanings, idioms, and nuances
- Variety and variation of producing oral language and processing text ¹⁶



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English Language Proficiency Standards:

2. *The language of Language Arts*
3. *The language of Mathematics*
4. *The language of Science*
5. *The language of Social Studies*

(WIDA, 2004, 2007; TESOL, 2006)

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Turn and Talk

What are some examples of academic language that are critical for young dual language learners' success in school?

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Guiding Principle 2:

Students develop language(s) at different rates, in different ways, and in different contexts.

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Dominance or unbalanced development of two languages (in dual language learners) is expected and typifies bilingual acquisition.

(Genesee, Paradis, & Crago, 2004)

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Young dual language learners

- Reach developmental milestones at different times
- Acquire oral language (in their home language) prior to literacy
- Are exposed to differing amounts of English outside of school

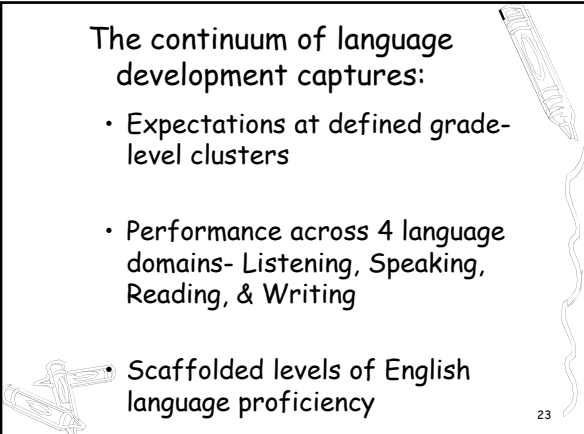
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To illustrate this principle, English language proficiency standards are represented by a continuum of language development across levels of language proficiency.

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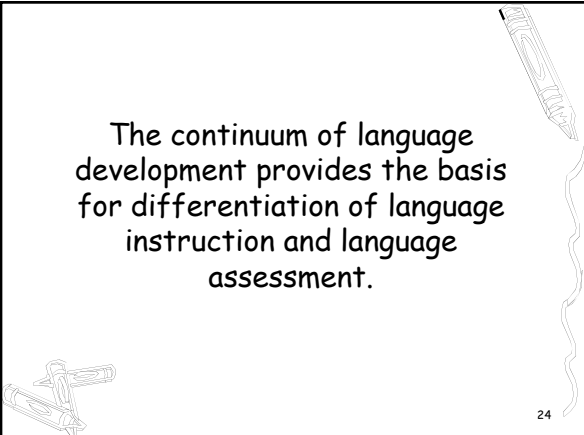
The continuum of language development captures:

- Expectations at defined grade-level clusters
- Performance across 4 language domains- Listening, Speaking, Reading, & Writing
- Scaffolded levels of English language proficiency



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The continuum of language development provides the basis for differentiation of language instruction and language assessment.




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A Strand of Model Performance Indicators (MPIs)

Standard 3: The language of Mathematics
 Language domain: Speaking
 Topic: Size Grade level cluster: PreK-K

1- Entering	2- Beginning	3- Developing	4- Expanding	5- Bridging	6- REACHING
Indicate size of objects in pictures using gestures & words (e.g., 'big', 'small')	Specify size of objects in pictures (e.g., 'a small ball')	Compare the size of two objects in pictures using phrases (e.g., 'the smaller ball')	Make statements about size from pictures or illustrated scenes (e.g., 'This one is the biggest.')	Make up related sentences or 'stories' about differences in size using comparative language from illustrated scenes	
(Gottlieb, Cranley, & Oliver, 2007)					



Differentiation according to dual language learners' levels of English language proficiency allows for:

- Setting realistic expectations of students' language competencies and skills
- Targeting language instruction and assessment
- Expressing what students **can** do!



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Guiding Principle 3:

Language proficiency can reflect complex thinking when linguistic complexity is reduced and support is present.



(Gottlieb, Katz, & Ernst-Slavit, 2009)

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A language function- how children use language- is different from a cognitive function- how children think in processing language.



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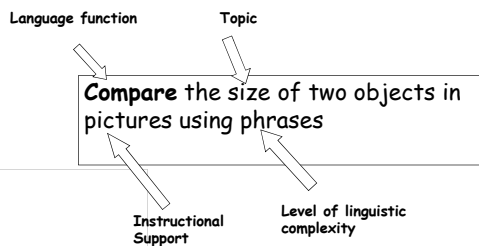
A *language function* is the first element in a Model Performance Indicator representing a level of language proficiency.



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Elements of A Model Performance Indicator

Standard: The language of Mathematics
Language domain: Speaking
Language proficiency level: 3- Developing



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Model Performance Indicators offer ideas for:

- Planning, integrating or augmenting curriculum
- Developing thematic units of instruction
- Designing language lessons
- Differentiating language by levels of ELP
- Monitoring students' language progress
- Reporting student performance

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Turn and Talk

What is the *language or language patterns* students need to use to compare two objects?

What is the cognitive function involved in comparison?

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Instructional supports allow dual language learners to engage in higher order thinking by reducing the language load.

Visual	Graphic	Interactive
• Pictures		

Which instructional supports are available for your dual language learners?

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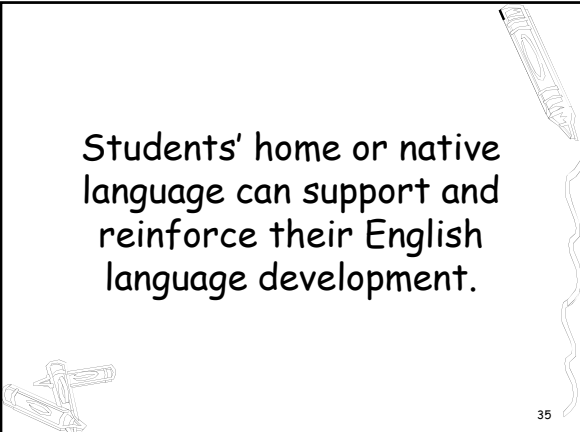
Guiding Principle 4:

Native language proficiency, in particular academic language proficiency in the native language, facilitates the acquisition of academic language proficiency in English.

(Conversely, academic language proficiency in English enhances native language development.)

(Gottlieb, Katz, & Ernst-Slavit, 2009)

Students' home or native language can support and reinforce their English language development.

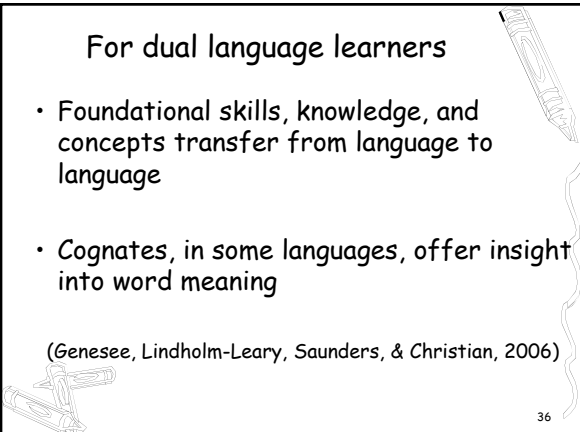


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For dual language learners

- Foundational skills, knowledge, and concepts transfer from language to language
- Cognates, in some languages, offer insight into word meaning


(Genesee, Lindholm-Leary, Saunders, & Christian, 2006)



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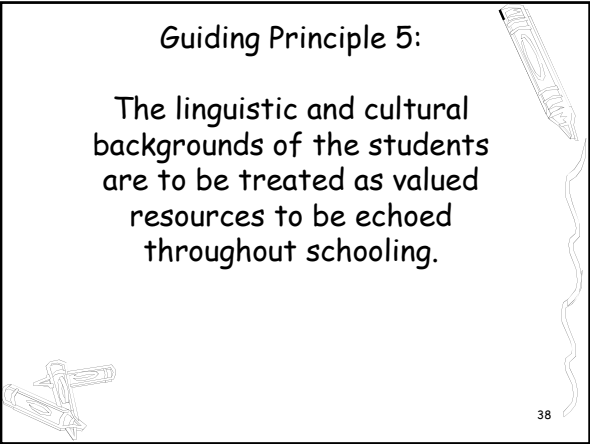
Standard 4: The language of Science
Grade level cluster: PreK-K
Language domain: Speaking
Topic: Senses

Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging	Level 6-
Associate senses with physical actions with a partner in L1 or L2	Give examples of uses of senses with a partner in L1 or L2	Describe everyday activities that involve senses with a partner in L1 or L2	Explain why senses are useful or important with a partner in L1 or L2	Predict how senses are affected by change (e.g., temperature, injury)	R E A C H I N G
(Gottlieb, Cranley, & Oliver, 2007)					



Guiding Principle 5:

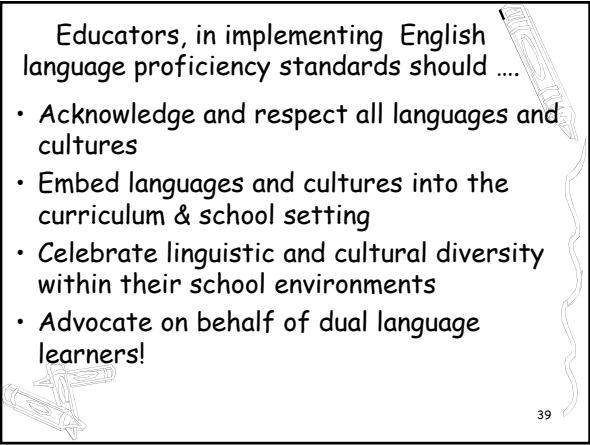
The linguistic and cultural backgrounds of the students are to be treated as valued resources to be echoed throughout schooling.



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Educators, in implementing English language proficiency standards should

- Acknowledge and respect all languages and cultures
- Embed languages and cultures into the curriculum & school setting
- Celebrate linguistic and cultural diversity within their school environments
- Advocate on behalf of dual language learners!

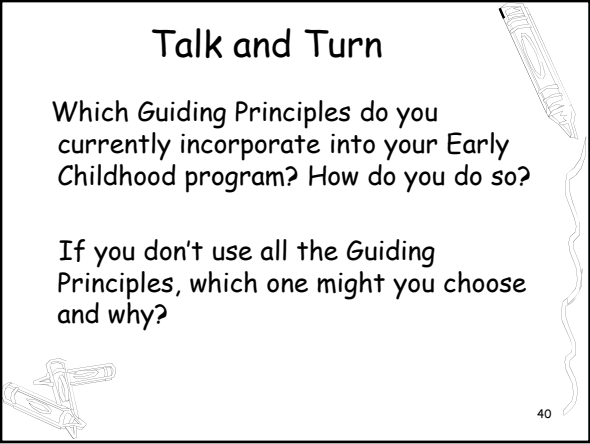


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Talk and Turn

Which Guiding Principles do you currently incorporate into your Early Childhood program? How do you do so?

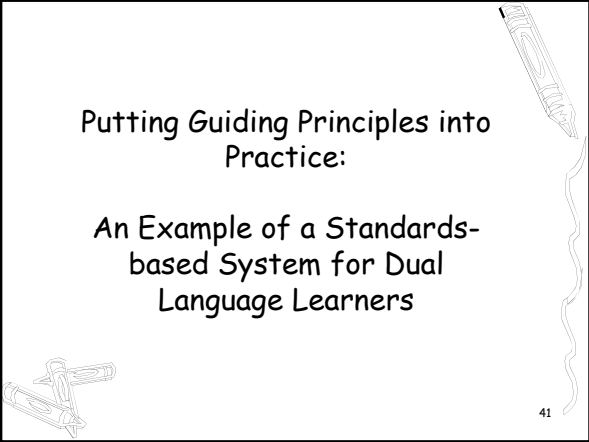
If you don't use all the Guiding Principles, which one might you choose and why?



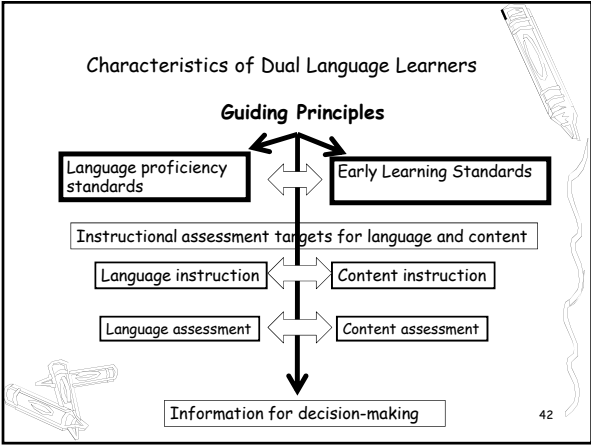
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Putting Guiding Principles into Practice:


An Example of a Standards-based System for Dual Language Learners



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To succeed academically, the bridge from English language proficiency standards to instruction must be in place for students, starting with our youngest dual language learners!



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1. Both social and academic proficiencies are necessary for school success.

2. Students develop language(s) at different rates, in different ways, and in different contexts.

3. Language proficiency can reflect complex thinking when linguistic complexity is reduced and support is present.

4. Native language proficiency, in particular academic language proficiency in the native language, facilitates the acquisition of academic language proficiency in English. Conversely, academic language proficiency in English enhances native language development.

5. The linguistic and cultural backgrounds of the students are to be treated as valuable resources to be echoed in schooling.

Characteristics of Dual Language Learners

Guiding Principles

Language proficiency standards

Early Learning Standards

Instructional assessment targets for language and content

Language instruction

Content instruction

Language assessment

Content assessment

Information for decision-making

References

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