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**English Language
Learners
K-12 Program**

English Language Learners

K-12 Program Overview

Ohio defines a student who is an English language learner as one who has a primary or home language other than English and needs special language assistance to effectively participate in school. The Washington Local ELL Program is designed to provide supports and services for multinational students that address their English language and academic needs. The program facilitates student learning in reading, writing, speaking, listening, and cultural knowledge. The goal of the program is to assist ELL students in achieving full proficiency in their acquisition of the English language so that they are successful in meeting the Ohio academic content standards that all students in the state of Ohio are expected to meet.

Types and frequency of services are provided to students based on several sources including English proficiency level, literacy needs, and teacher recommendations. Services include individualized instruction through pull-out service, push-in support in the general education classrooms, supplemental programs, and progress monitoring. Services are also provided to ELLs indirectly through classroom teacher consultation and professional development. ELLs receive English as a Second Language (ESL) instruction in addition to, not in place of, core instruction.

Students enter the ESL Program after being identified by the Ohio home language usage survey (OHLUS) and are tested using the English language proficiency screener. After entering, students are instructed in English language usage in the domains of reading, writing, listening and speaking. In K-6, ELL students attend regular education classes with their peers in addition to working with an ESL teacher on a regular basis to reinforce English usage skills. In grades 7-8, ELL students attend a daily class or meet with an ESL tutor on a regular basis, schedule permitting. In grades 9-12, the high school ESL class is for credit and meets for a block each day. During that time, students are given formal English instruction as well as assistance with other subjects. In addition, the ESL tutor networks with their other teachers to coordinate instruction and help with tests. A course description is available at the high school. ESL students also come during other classes, before school, and at lunch for extra help, as schedules permit.

Constant communication and collaboration with regular classroom teachers is essential in this regard, and these occur both in person at school and using the District's email system.

Although Washington Local Schools overall enrollment has increased over the past few years, the growth of the ELL population has remained fairly consistent. Information compiled from the Ohio District Report Cards is in the table below.

School Year	District Enrollment	Number of Limited English Proficient	Percent of Limited English Proficient
2017-18	6987	49	0.7%
2016-17	7019	81	1.2%
2015-16	6951	81	1.2%
2014-15	6864	95	1.4%
2013-14	6582	90	1.4%
2012-13	6696	79	1.2%
2011-12	6665	-	1.2%
2010-11	6618	-	1.3%

English as a Second Language Program Goals

- 1) To ensure that ELLs can participate meaningfully and equally in educational programs and services.
- 2) To ensure that English Language Learners attain English Proficiency.
- 3) To prepare ELLs with the tools necessary to meet the Ohio academic content standards.

English as a Second Language Program Components

- | | |
|-------------------|---------------|
| 1) Identification | 5) Resources |
| 2) Assessment | 6) Transition |
| 3) Placement | 7) Monitoring |
| 4) Staffing | 8) Evaluation |

Enrollment and Identification

There is a two-step process for identifying English language learners in the state of Ohio. First, Parents or guardians complete the Language Usage Survey questions during the new student enrollment process. Based on the results of this survey, students are tested by ESL tutors using an English language proficiency screener in reading, writing, listening and speaking. Student's identification as an ELL is within 30 days of enrollment at the beginning of the school year or within two weeks of enrollment during the school year.

If a student is identified as an ELL, the parents or guardians are notified with an explanation of the child's classification as an ELL and the services available.

ESL Program

After entering the ESL program, students are instructed in English language usage in the domains of reading, writing, listening and speaking. ELL students attend regular education classes with their peers and participate fully using materials modified in vocabulary and syntax. Concepts and vocabulary being introduced in the regular classroom are reinforced in ESL classes, and the teaching of English grammar is also taught in part while reviewing regular classroom work. Constant communication and collaboration with regular classroom teachers is essential in this regard, and these occur both in person at school and using the district's email system.

English Language Proficiency Levels - Stages of Second Language Acquisition

Based on a student's score on the screener, the student is placed into one of five levels of service. The following paragraphs provide a summary description of each of the five levels. These levels indicate the student's *independent level*, not the instructional level, and there is generally fluidity of ability within these specified levels.

Pre-functional/Level 1 (0-6 months) - Pre-production or the silent period. New students just listen. Of all the phases of language learning, this is the most misunderstood and tends to frustrate staff the most. Although there is, slowly, receptive processing, there may be little to no verbal responses from the student. Despite this, students should be actively included in all class activities, but not forced to speak. ELLs are more likely to respond to peers/buddies with facial expressions or gestures. Over time, some will start using simple learned phrases and simple sentences.

Students at this level may be able to...

- Understand some isolated words (particularly school and social vocabulary).
- Recognize some high frequency social conventions, and simple (single word or short phrase) directions, commands, and questions.
- Recognize non-verbal cues such as gestures and facial expressions.
- Require frequent repetition and rephrasing to understand spoken language.
- Provide some basic information.
- Ask one- or two-word questions.
- Demonstrate an understanding of concepts of print and begin to track print.
- Distinguish letters from other symbolic representations.
- Imitate the act of reading, however, they get meaning mainly through pictures.
- Participate in writing activities by drawing pictures.
- Copy letters or form them from memory and may be able to copy some words.
- Imitate the act of writing; however, their text does not transmit a message.
- Apply some writing conventions but do so inappropriately or do so by copying.

Beginner/Level 2 (6 to 12 months) – Students will develop a vocabulary of about 1000 words; speak in one or two word phrases, memorized chunks and simple sentences. This may last about 6 months.

Students at this level may be able to...

- Imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously.
- Construct more meaning from the words themselves, but construction is incomplete.
- Generate simple texts that reflect their knowledge level of syntax.
- Include non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and patterns of the native language.

High Beginner/Level 3 (1 to 3 years) –Students will develop a vocabulary of about 3000 words, use simple sentences, ask simple questions, read easy stories, and write simple sentences.

Students at this level may be able to...

- Understand more complex speech, but still may require some repetition.
- Acquire a vocabulary of stock words and phrases covering daily situations.
- Use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure.
- Speak in simple sentences, which are comprehensible and appropriate but which are frequently marked by grammatical errors.
- Comprehend and produce only simple structures and academic language.
Demonstrate varied levels of proficiency in reading, depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters, etc.
- Construct meaning from texts for which they have background knowledge upon which to build.
- Generate more complex texts, a wider variety of texts, and more coherent texts than beginners.

Intermediate/Level 4 (3 to 5 years) - Now students have a 6000 word vocabulary, use more complex sentences, and ask questions. They will still have grammar errors.

Students at this level may be able to...

- Participate in most day-to-day communication needs.
- Show occasional structural and lexical errors.
- Understand and use only limited idioms, figures of speech, and words with multiple meanings.
- Communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.
- Read with considerable fluency and are able to locate and identify the specific facts with the text.
- Have difficulty with concepts presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract.
- Read independently, but may have occasional comprehension problems.
- Produce texts independently for personal and academic purposes
- Approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Advanced/Level 5 - Fully English Proficient (5 to 7 years) - It can take 4 – 10 years to achieve this. Students are able to cope in the classroom but will still need help with vocabulary, idioms, writing and content such as social studies.

Students at this level may be able to...

- Participate in academic topical conversations without difficulty.
- Follow complex and multi-level directions without assistance,
- Understand oral information provided via electronic audio and video media.
- Speak English fluently in social and grade-level academic settings, and they control age-appropriate syntax and vocabulary in their speech.
- Read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events.
- Comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials.
- Write short papers and clearly express statements of position, points of view and arguments.
- Show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

*Developed and compiled by: Carol Striskovic, Linda Wait and Jill Kramer
Ohio English Language Proficiency Standards for Limited English Proficient Students (2007)*

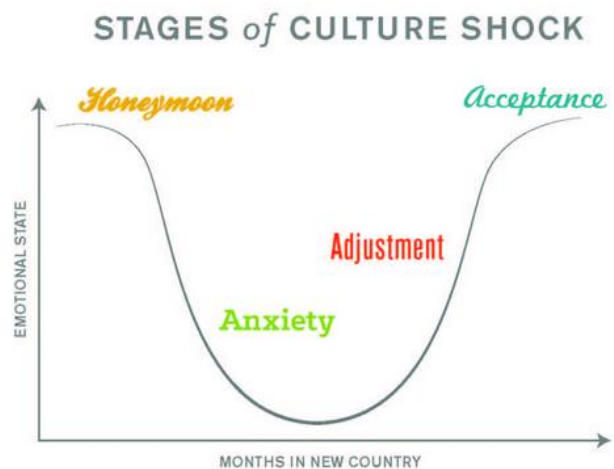
Culture Shock

Webster defines culture shock as *a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation.*

Culture shock can take place over four stages: honeymoon, frustration, adjustment, acceptance. Every person (student) moves through these stages at their own pace, sometimes going backwards a bit before moving to the next stage.

Honeymoon Stage

During the Honeymoon stage, a student is generally happy and positive because they are experiencing something brand new. This occurs in the first few days of arriving in the new country.



Anxiety Stage

After the honeymoon stage, the initial excitement may decrease. A student may start to feel frustrated or anxious. During this stage a student may feel homesick or frustrated with trying to speak a foreign language.

Adjustment Stage

The adjustment stage occurs when a student develops a more balanced and understanding view of their experience in a new country. During this stage, a student may make new friends, feel less homesick and more relaxed. A student becomes adjusted to the culture, people, food and language of his/her new home country.

Acceptance Stage

During the acceptance stage, students will begin to accept and appreciate the new environment for what it is, and they may even begin to feel like they belong.

Navigating Culture Shock Abroad | DiversityAbroad.com

Two Types of Language

Researcher Jim Cummins differentiated between social and academic language.

BICS - Basic Interpersonal Communicative Skills

This is social language and develops in 1 – 3 years. This is the day-to-day language needed to interact with other people. ELLs use BICS in the hallway, on the playground, in the cafeteria, and on the bus. This language is context based.

CALP – Cognitive Academic Language Proficiency

This is academic language and takes 5- 7 years to develop. There are general academic words and content specific words. Academic language is context reduced, especially in the upper grades. ELLs use CALP with classroom (academic) vocabulary.

According to Cummins, students who have developed BICS but not CALP do not lack higher order thinking ability; they simply lack the language to succeed in school. This is especially apparent in the writings of our English Learners who are challenged with conventions of English writing, spelling, punctuation, and grammar.

Annual Assessment of all English Language Learners

State and federal law require an annual assessment of K-12 students identified as English language learners to measure their English language proficiency. In Ohio, this test is called the Ohio English Language Proficiency Assessment (OELPA). The score results are used as the state's progress indicator and exit indicator for students to be reclassified from the status of English language learner.

Criteria for Exiting the ESL Program

Students must be classified as Limited English Proficient (LEP) as long as they meet federal and state definitions as such. The results of the OELPA test determines whether a student meets Ohio’s criteria to be reclassified as no longer LEP.

A student is reclassified (no longer English learner) when the student has attained a performance level of Proficient on the OELPA. The Proficient performance level is defined as domain/test level scores of 4s and 5s in any combination across all four domains (listening, reading, writing and speaking). Students in grades K -12 are eligible for reclassification if the student receives a performance level of Proficient.

In OELPA, there are three overall performance levels: Proficient, Emerging and Progressing. The performance levels are determined as follows:

- “Proficient” students are those scoring any combination of 4’s and 5’s across all four domains;
- “Emerging” students are those scoring any combination of 1’s and 2’s across all four domains;
- “Progressing” students are those scoring any combination across the four domains that does not fall into Proficient or Emerging.



To enhance instruction and learning outcomes for our ELL students, the district purchased a supplemental research based online program that supports each student’s first-language. This language and literacy program is called Imagine Language & Literacy.

Imagine Language and Literacy Recommended Student Usage:

Session length	<ul style="list-style-type: none"> • 15-minute sessions for students in pre-K through kindergarten • 20-minute sessions for students in first through second grade • 25-minute sessions for students in third grade and higher
Frequency of sessions	<ul style="list-style-type: none"> • 3 times a week for struggling readers • 2 times a week for students on grade level

Students have the opportunity to use the Imagine Learning program during class time, at home, and during the summer. During the summer, students are expected to use the Imagine Learning program for a minimum of 30-45 minutes daily.

Interpretation vs. Translation

The district provides students and parents/guardians interpretation or translation services as needed and requested for school-related events such as state testing, parent-teacher conferences, and IEP meetings. Interpretation involves the immediate communication of meaning from one language (the source language) into another (the target language). An interpreter conveys meaning orally, while a translator conveys meaning from written text to written text.

Acronyms

ELL: English language learner. Often used to refer to a student in an ESL or EFL program.

ESL: English as a second language. English language programs in English-speaking countries where students learn English as a second language.

LEP: Limited English proficient. Often used to describe the language skills of students in **ESL**. This term was more widely used in the past and is sometimes still used in policy and legislation.

OHLUS: Ohio home language usage survey

OELPA: Ohio English Language Proficiency Assessment

TESOL: Teaching English to speakers of other languages. A professional activity that requires specialized training. It is also used to refer to TESOL International Association, as well as its signature event, the annual TESOL international convention.

Resources

Ohio English Language Learners Standards

<https://education.ohio.gov/getattachment/Topics/Other-Resources/Limited-English-Proficiency/ELL-Guidelines/Ohio-English-Language-Proficiency-ELP-Standards/ELP-Content-Standards-20150824.pdf.aspx>

Ohio Department of Education English Learners Resources

<http://education.ohio.gov/Topics/Other-Resources/English-Learners>

Ohio English Language Proficiency Assessment (OELPA)

<http://education.ohio.gov/Topics/Testing/Ohio-English-Language-Proficiency-Assessment-OELPA>

Imagine Learning

<https://www.imaginelearning.com/>

Adelante Toledo, the Latino & Community Resource Center

<https://www.adelantetoledo.org/>

Toledo China Center, TCC

www.toledochinacenter.com

US Together

<http://www.toledotogether.org/international/us-together/>

ESL Tutor Contact Information:

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Grades K – 6 Assignments:

- Greenwood Elementary
- Hiawatha Elementary
- Jackman Elementary
- McGregor Elementary
- Shoreland Elementary

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Grades 7-12 Assignments:

- Jefferson Junior High School
- Washington Junior High School
- Whitmer High School

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Grades K-6 Assignments:

- Meadowvale Elementary
- Monac Elementary
- Wernert Elementary