Academics Afterschool for English Language Learners (ELLs)
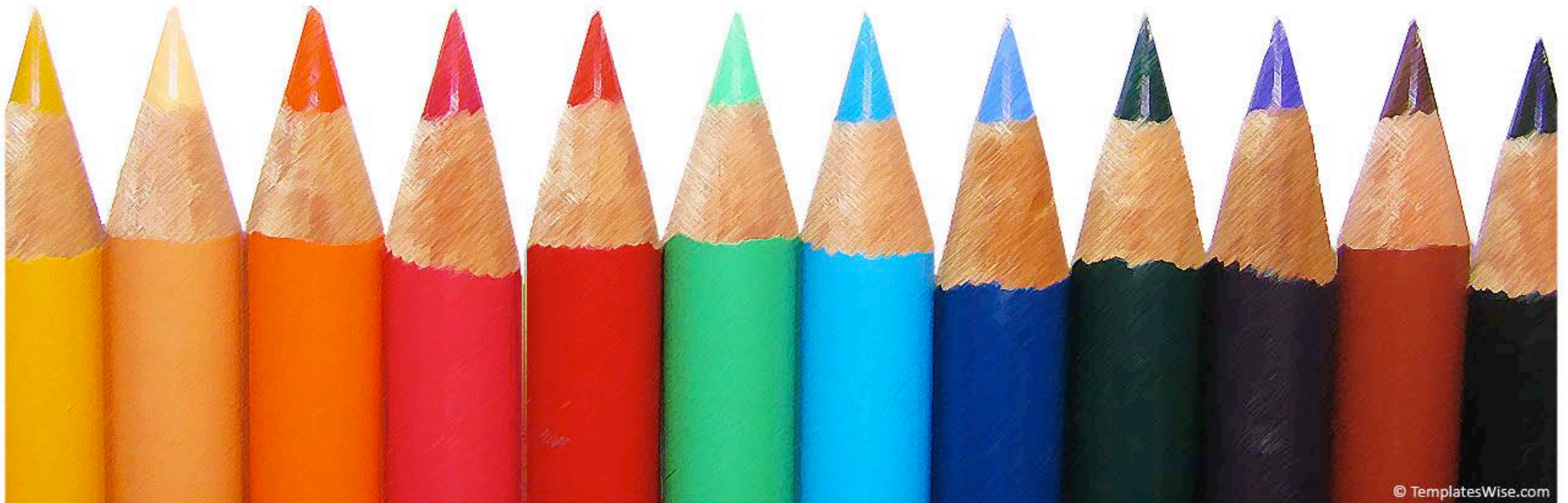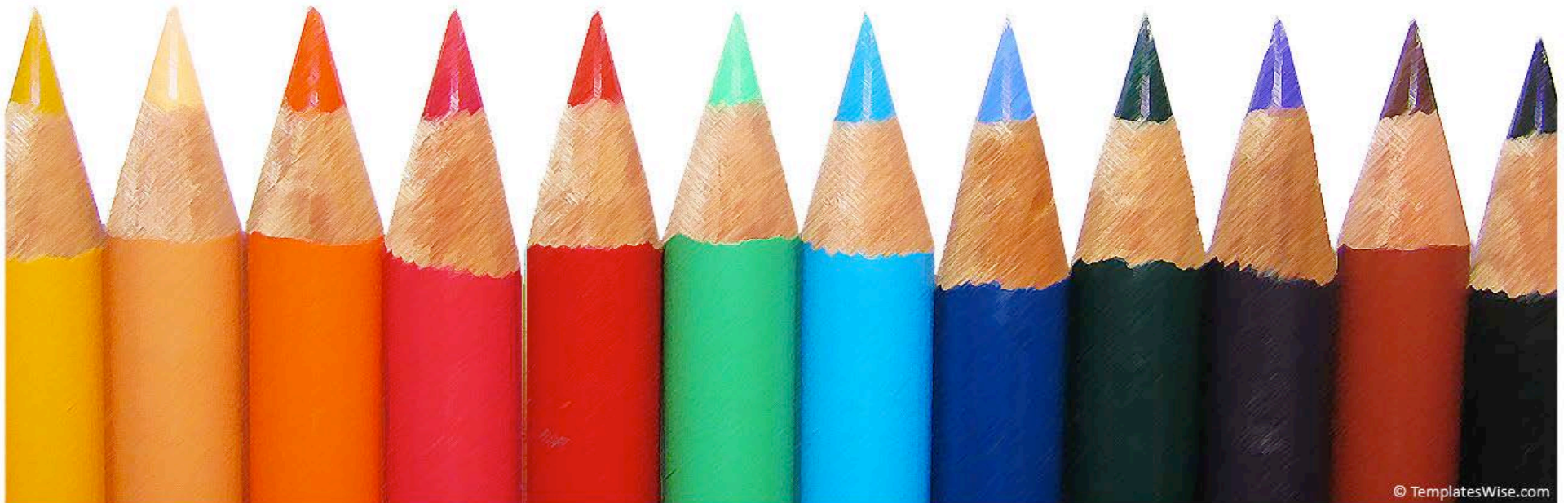
Division of English Language Learning

Illinois State Board of Education

①What is so hard about learning English anyway?
②Where are the ELLs in Illinois schools?
③What programs must Illinois public schools provide for ELLs?

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Picture yourself in this situation:

- Your family moves to Bulgaria

YOU ARE HERE NOW

OOOPPSS!

How will you…

- Find a place to live?
- Find transportation?
- Find a job?
- Find a doctor or a dentist or even a decent supermarket?
- Register your children for school?
- And how will you learn Bulgarian?

Всички хора се раждат свободни и равни по достойнство и права. Те са надарени с разум и съвест и следва да се отнасят помежду си в дух на братство.

Learning Bulgarian...

- Will it be easy and fun?
- Where and with whom will you practice?
- What will be the challenges?
- How will you feel when you don't understand?
- ***Will you speak Bulgarian with your children?***
- And how would you feel if they had to take high stakes tests after only a few months in the country in Bulgarian?
- Would you be able to help them?

Learning a new language is a messy process:

- Starts and Stops
- Quick advances and sudden backslidings
- Reach a plateau
- Excitement and discouragement
- Invention and fossilization

Stages of Second Language Acquisition:

Stage	Characteristics	Approx. Time Frame
1. Preproduction	The student Has minimal comprehension. Does not verbalize. Nods "Yes" and "No." Draws and points.	0–6 months
2. Early Production	The student Has limited comprehension Produces one- or two-word responses. Uses key words and familiar phrases. Uses present-tense verbs.	6 months–1 year
3. Speech Emergence	The student Has good comprehension. Can produce simple sentences. Makes grammar and pronunciation errors. Frequently misunderstands jokes.	1–3 years
4. Intermediate Fluency	The student Has excellent comprehension. Makes few grammatical errors.	3–5 years
5. Advanced Fluency	The student has a near-native level of speech.	5–7 years

Krashen & Terrell, 1983
Chart adapted from Hill and Bjork (2008)

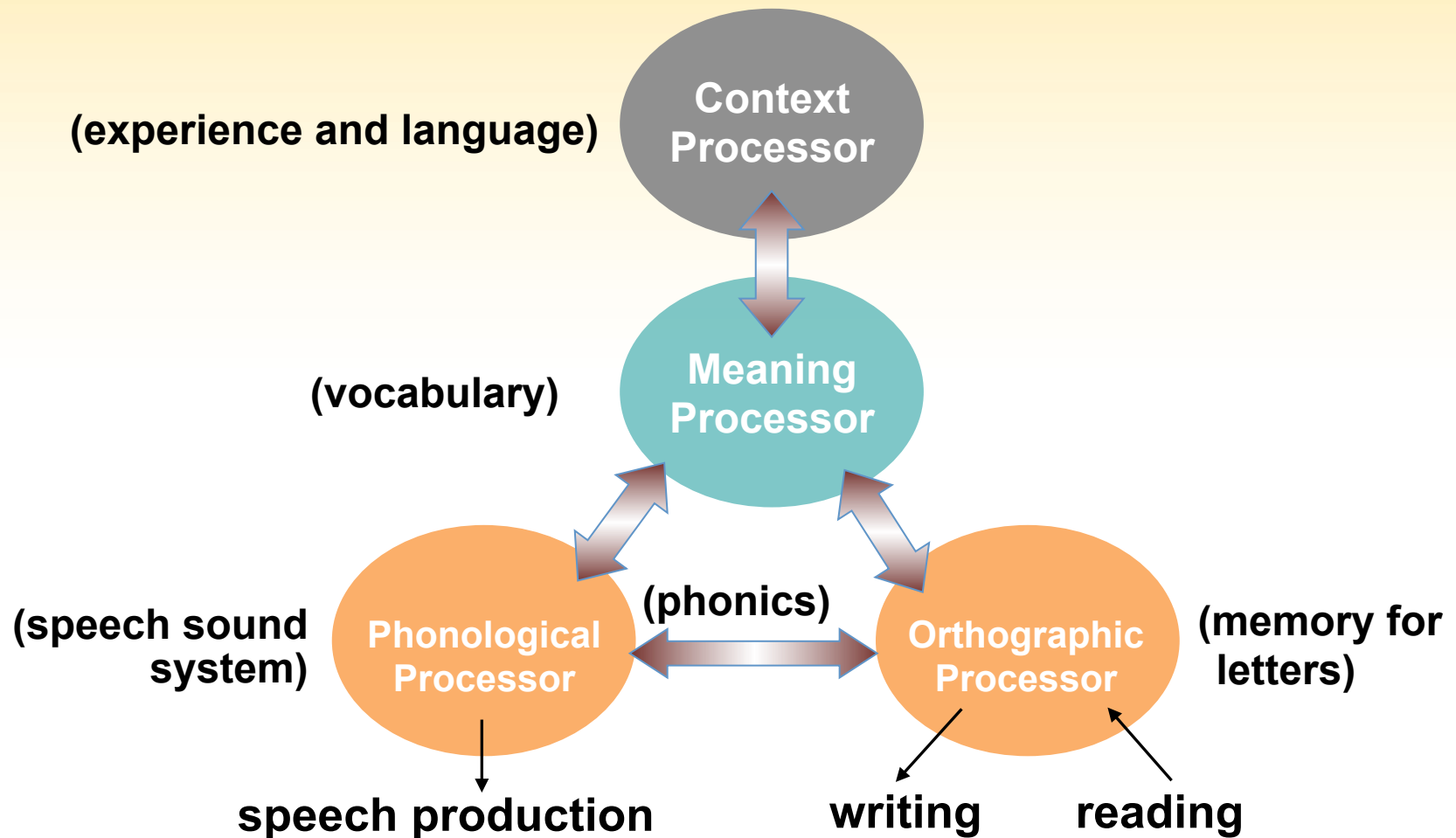# Learning a new language is also highly influenced by social and individual factors:

- Motivation – Integrative v. Instrumental
- Personality
- Perceptions
- Personal attitudes
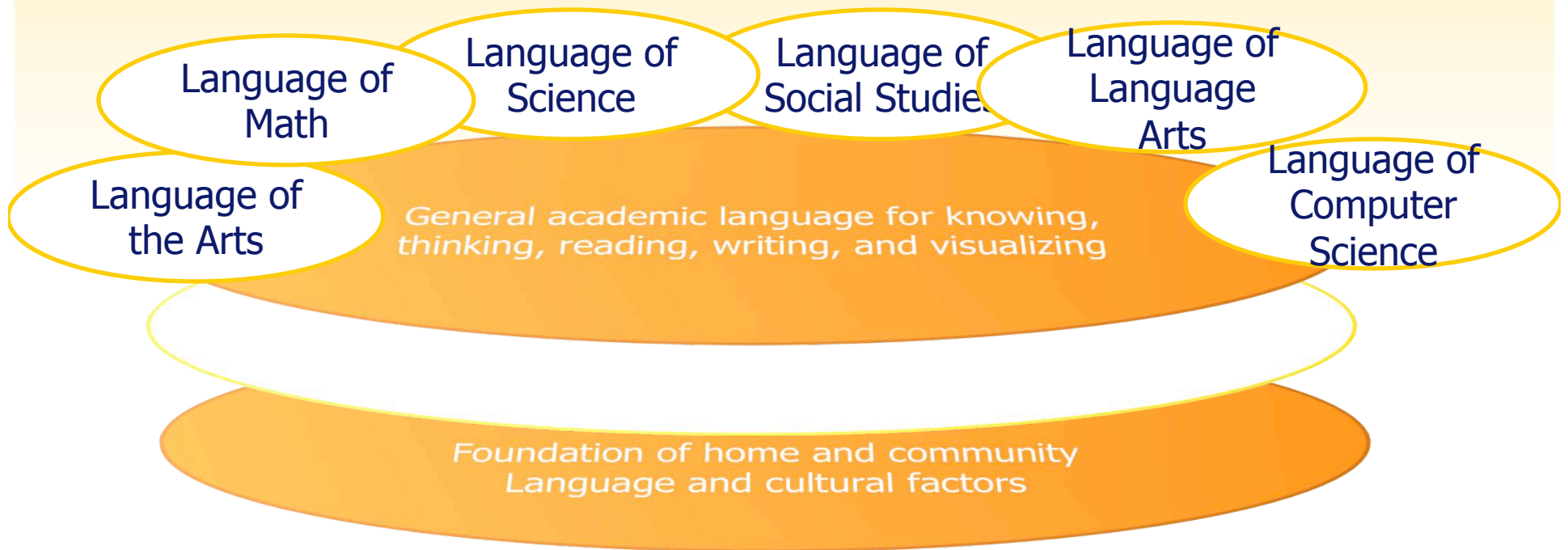- Environment

Stages of culture shock:

- The Honeymoon Stage – Initial euphoria

- Irritability & Hostility Stage – Withdrawal

- Gradual adjustment – From 'I want to go home' to initial acceptance

- Adaptation Stage – Comfort phase

Why is hard to learn a language?
The four-part processing model

Context Processor

(experience and language)

Meaning Processor

(vocabulary)

(speech sound system)

Phonological Processor

(phonics)

Orthographic Processor

(memory for letters)

speech production

writing   **reading**

Variations of Language

Language of Math

Language of Science

Language of Social Studies

Language of Language Arts

Language of the Arts

Language of Computer Science

General academic language for knowing, thinking, reading, writing, and visualizing

Foundation of home and community Language and cultural factors
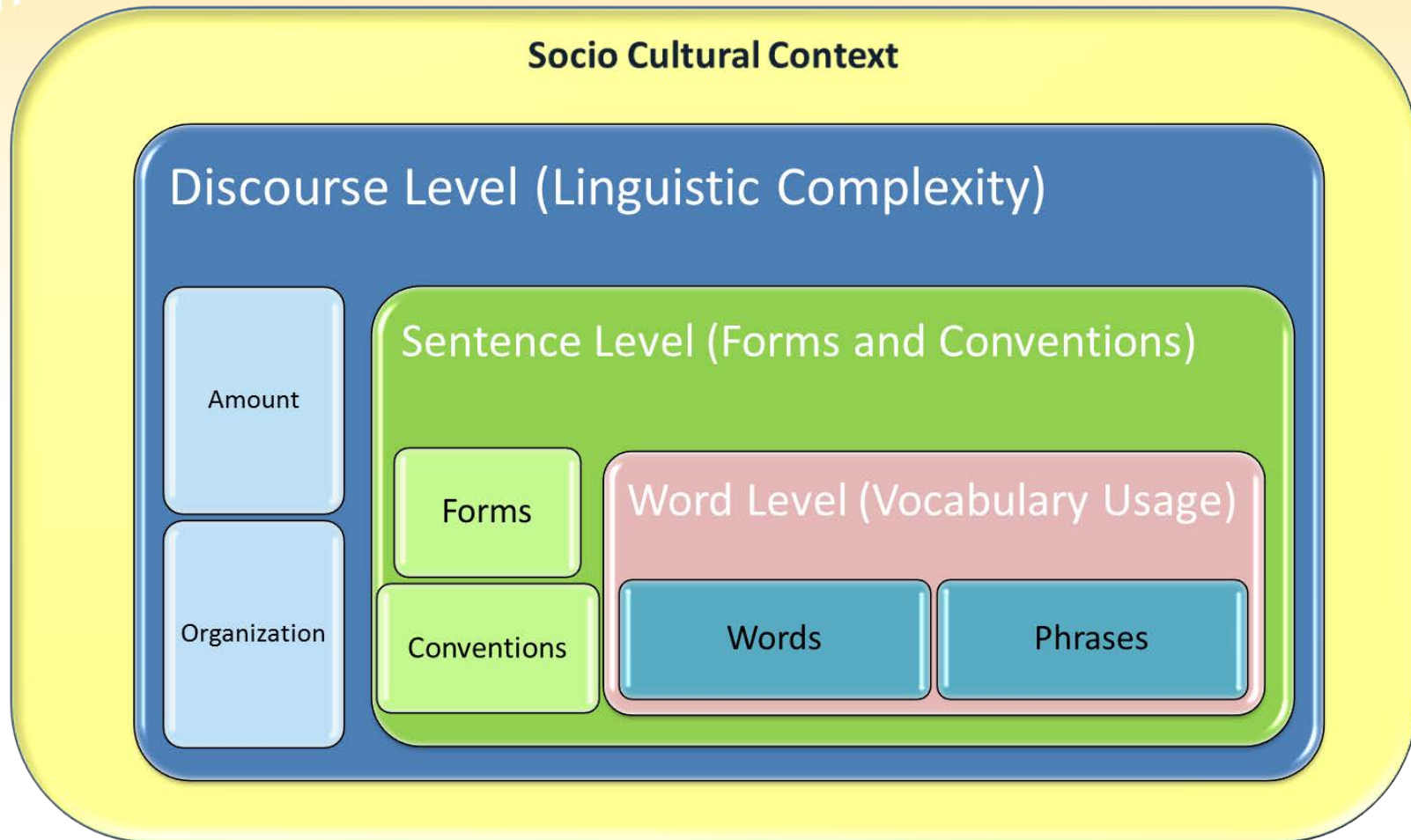
Source: WIDA Consortium (www.wida.us)

And what is so hard about academic English?

- First, language is an instinct, but reading is not (Pinker, 2007)
- Academic language is context reduced
- Highly specialized vocabulary and complex sentence structures
- Academic language is distanced, impersonal and authoritative
- Academic language builds upon background knowledge

Components of Academic Language

Source: WIDA Consortium (www.wida.us)

Teaching academic language

The Marlup

The marlup was poving his kump. Parmily a narg horped some whev in his kump. "Why did vump horp whev in mh frinkle kump?" the marlup jufd the narg. "Er'm muvvily trungy," the narg grupped.

"Er heshed vump norpled whev in your kump. Do vump pove your kump frinkle?"

The Marlup: Comprehension Reading

- What did the narg horp in the marlup's kump?
- What did the marlup juf the narg?
- Was the narg trungy?
- How does the marlup pove his kump?
- How would you feel if your narg horped in your marlup's kump?
- What were you able to do and what weren't you able to do and why?

English Language Learners in Illinois

Number of ELLs in IL Public Schools
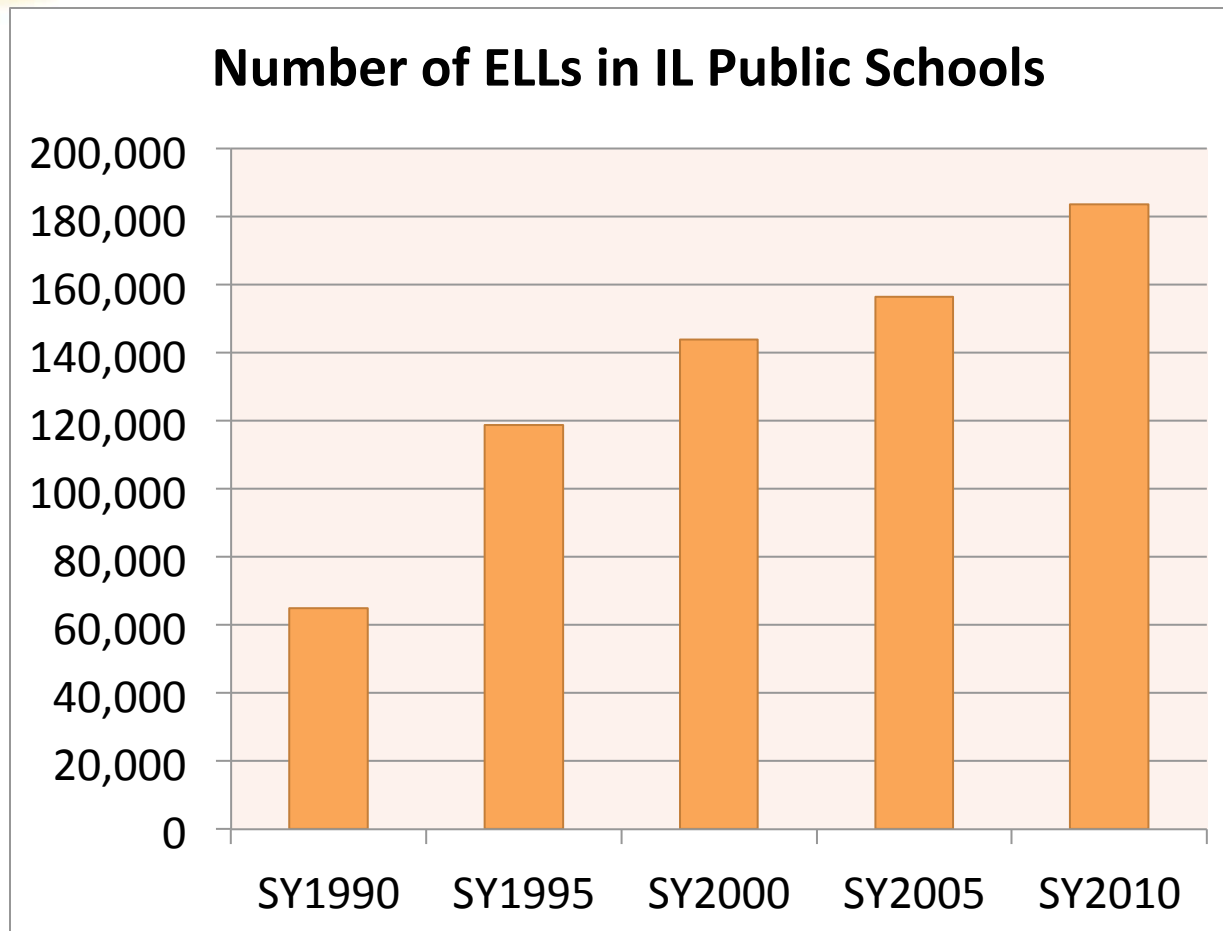
English Language Learners in Illinois Schools

2012 Students in Illinois Public Schools	# Students	%
Total Enrollment	2,180,147	
Children from Homes Where Language Other Than English Spoken	505,754	23%
English Language Learners	204,571	9.4%

2012 SIS data
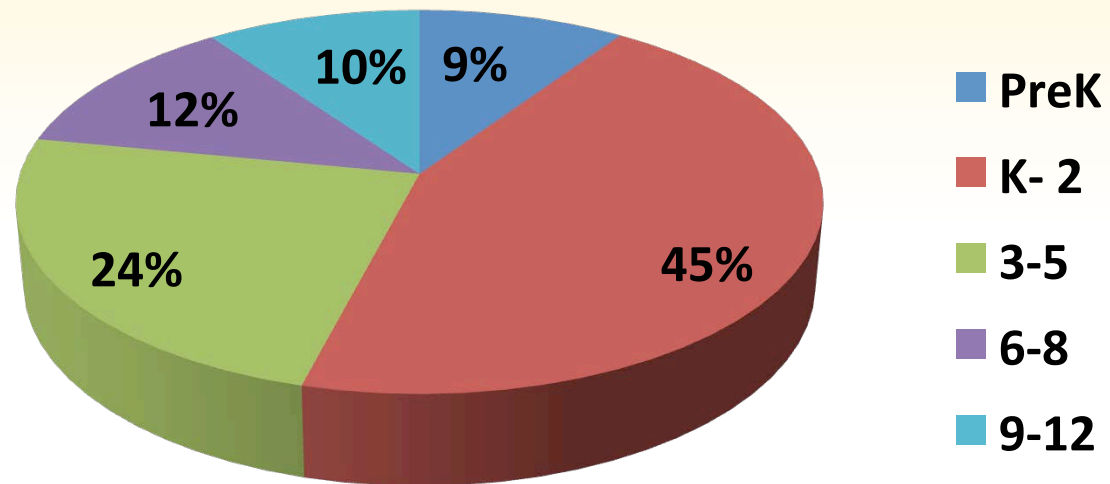
Top Ten Languages of ELL Students

- Spanish   80.9%
- Polish   2.8%
- Arabic   2.7%
- Urdu   1.3%
- Gujarati   0.9%

- Pilipino   0.9%
- Cantonese   0.7%
- Vietnamese   0.7%
- Korean   0.6%
- Mandarin   0.6%
- Other   7.4%

Over 160 Languages Spoken

ELL Students by Grade Level

ELLs by Grade Level in 2012

■	PreK
■	K- 2
■	3-5
■	6-8
■	9-12

# Number of IL Districts Enrolling at Least One in 2012

➢ 613 districts enrolled at least one ELL student in 2012. Of these,

- 230 districts enrolled 10 or fewer ELL students

- 36 districts enrolled 800 or more ELL students

12 Districts with highest ELL enrollment represent 57% of the total state ELL enrollment.

+ City of Chicago SD 299   34%
+ SD U-46   5%
+ Cicero SD 99   4%
+ Aurora East USD 131   3%
+ Waukegan CUSD 60   2%
+ Rockford SD 205   2%
+ Schaumburg CCSD 54   1%
+ Palatine CCSD 15   1%
+ Wheeling CCSD 21   1%
+ CUSD 300   1%
+ West Chicago ESD 33   1%
+ Valley View CUSD 365U   1%

89 Counties with ELL students

Distribution of ELL students in Illinois
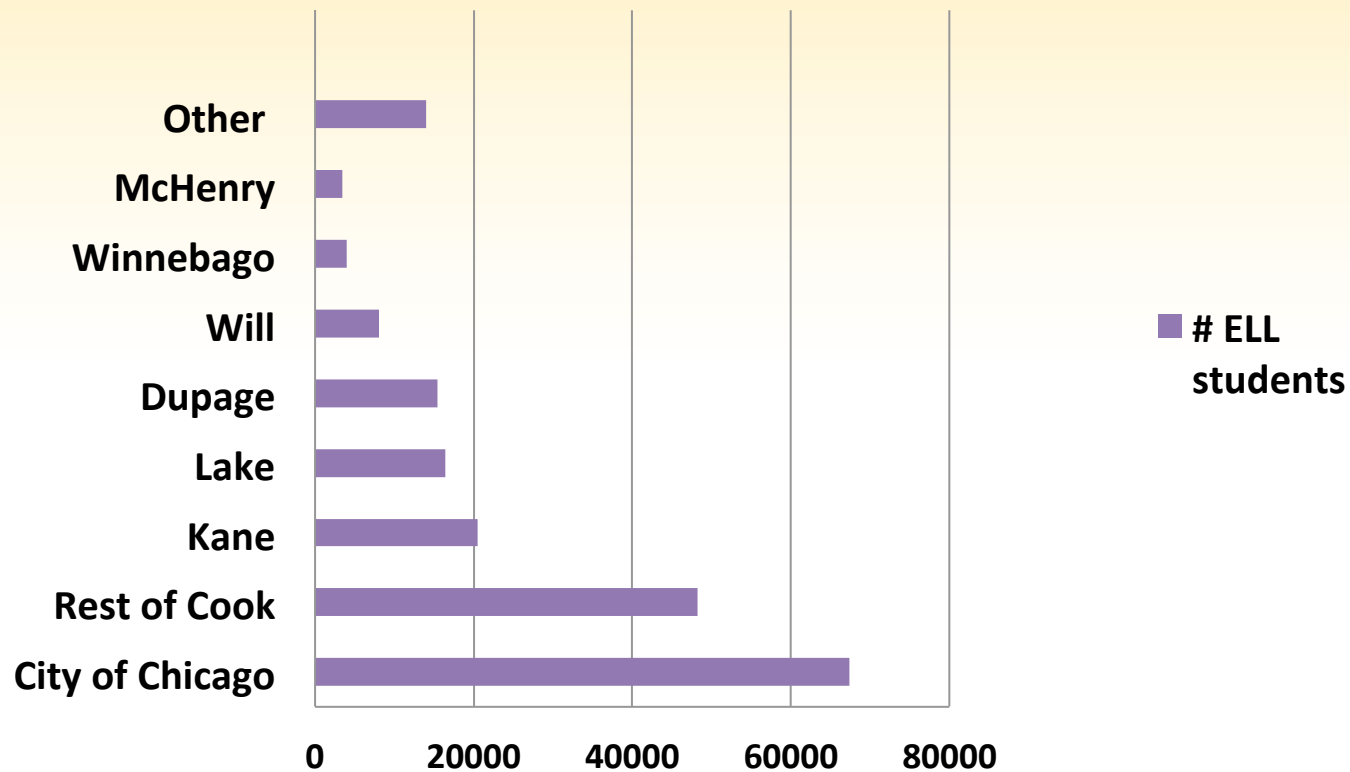
Transitioning Out of Program

School Year	% of Students Who Transition Out of Program
2010	14.98%
2011	16.24%
2012	18.83%

Serving ELLs in Illinois Schools

Home Language Survey for all children new to the district to find out about languages spoken in the home

English proficiency screening for children with language backgrounds other than English to find child's proficiency in English

Program placement based on screening results to offer language support services

Annual English language proficiency assessment (ACCESS for ELLs®) to determine placement for following year

Home Language Survey

If the answer to either question is "yes",

The student has a language background other than English

The district must screen the student's English proficiency*

*With some exceptions

English language proficiency screening

If a student does not score "proficient" on the screener, the student is an English language learner/limited English proficient.

&

The district must enroll the student in a TBE/TPI program.

TBE/TPI Programs

TBE

20 or more ELLs of the same language group in school*

Includes:

Instruction in core content areas in home language, English & ESL

Full-time or Part-time

TPI

19 or fewer ELLs of the same language group in school*

Includes:

A locally determined program, usually ESL, and home language support as needed

TBE Programs

Full-time TBE Program

Subjects required by law or school district in English and home language

Math, science, social studies in English and home language

ESL

Language arts in home language

History and culture of native land and U.S.

TPI Programs

Instruction to help student keep pace with grade/age peers in core academic content areas

- In home language to the extent necessary

May include but is not limited to:

- ESL
- Language arts in home language
- History and culture of native land and U.S.

Program Models

- Transitional bilingual education

- Dual language/two way immersion

- Developmental bilingual education

- English as a Second Language

- Sheltered Instruction

Contact Information

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