



Linguistically Accommodated Instruction for English Language Learners (ELL)

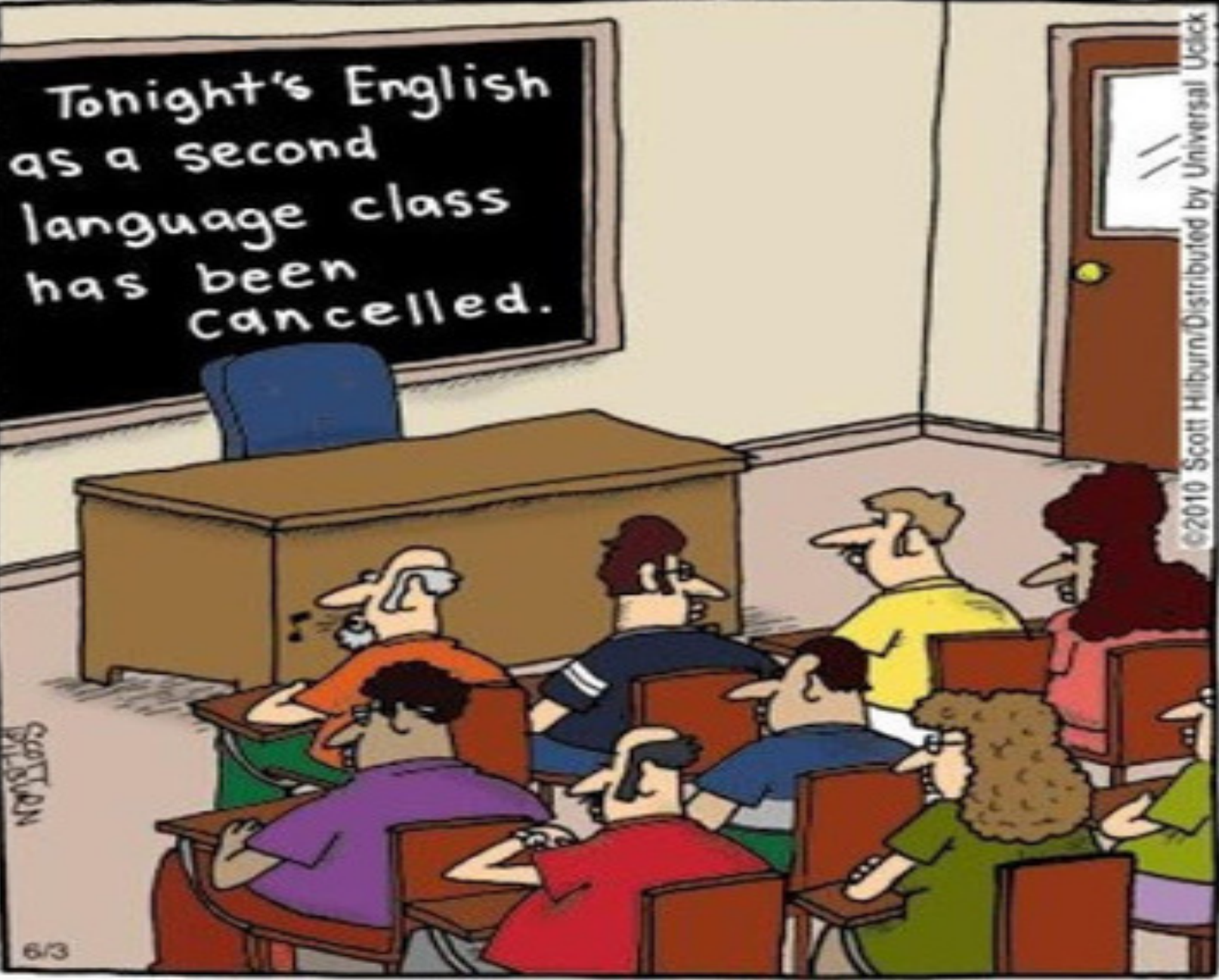
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Who are our ELL students?

English Language Learners (ELL) are students whose native language (L1) is other than English.

In [Texas](#)

- How many languages are spoken?
- What languages are spoken?

In [U.S.](#)

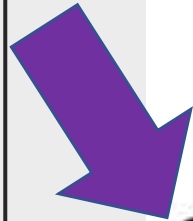


Learning Objectives

- Content- I will be able to compare and contrast linguistic accommodations based on oral language proficiency levels.
- Language- I will be able to discuss the different oral language levels with my peers.



**What is a
linguistic
accommodation?**



What is a linguistic accommodation?

A linguistic accommodation is a language support that decreases the language barrier ELL experience when learning and demonstrating knowledge and skills in English.



Why use linguistic accommodations?

The Texas English Language Proficiency Standards (ELPS) require all teachers to linguistically accommodate instruction of ELLs in their classes based on students English language proficiency levels.



Linguistic Accommodations



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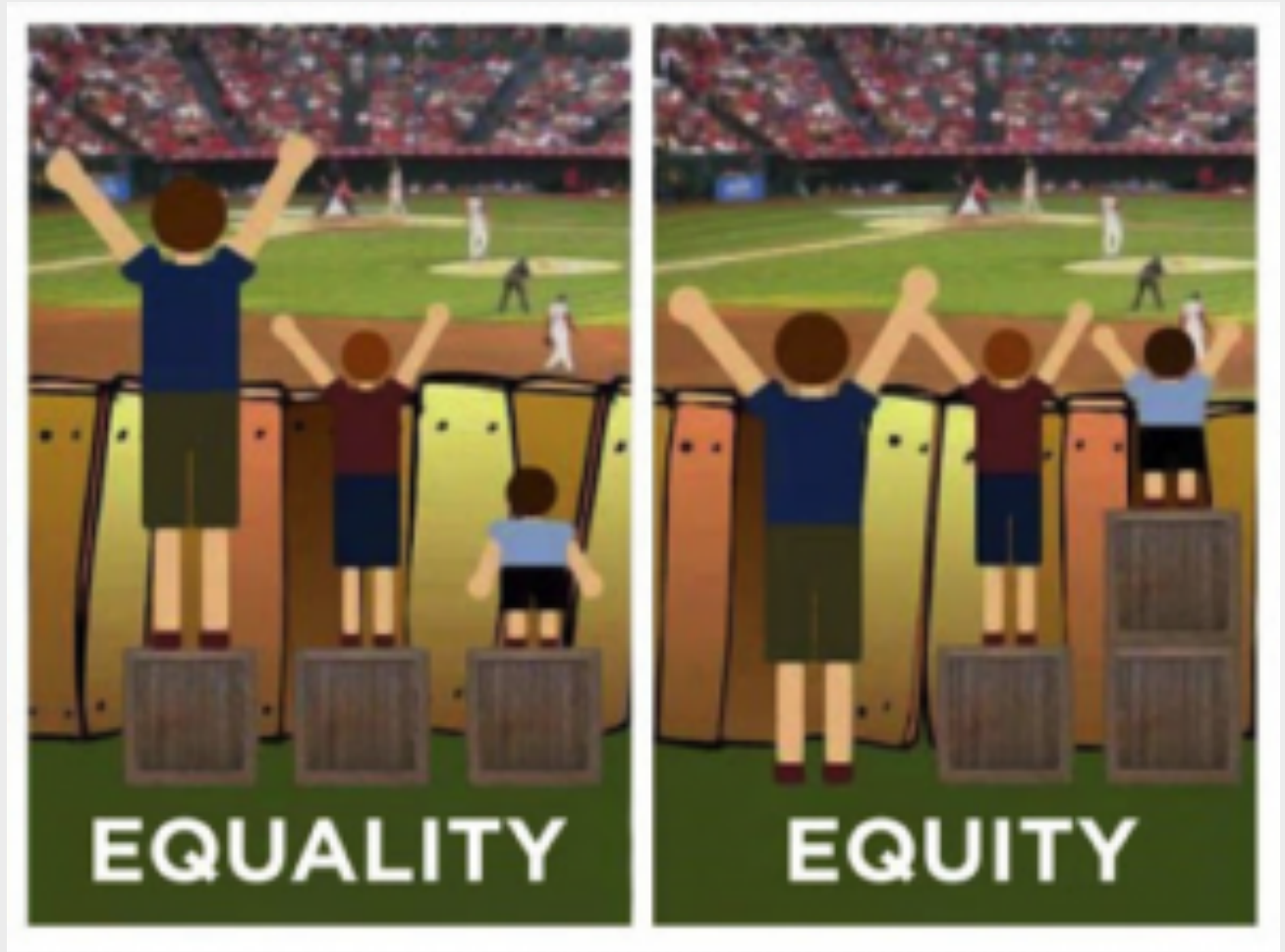
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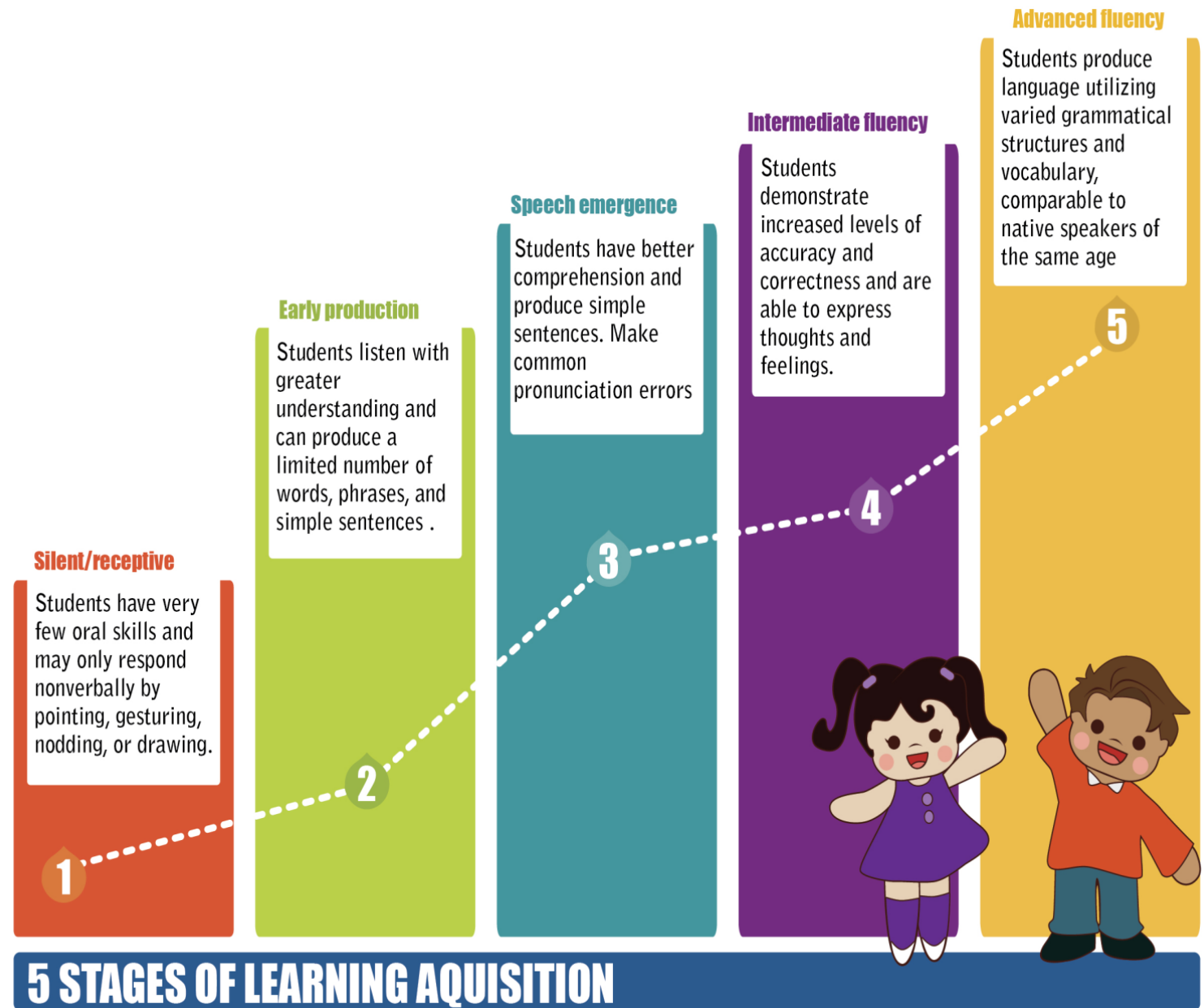
Linguistic Accommodations



Scenarios

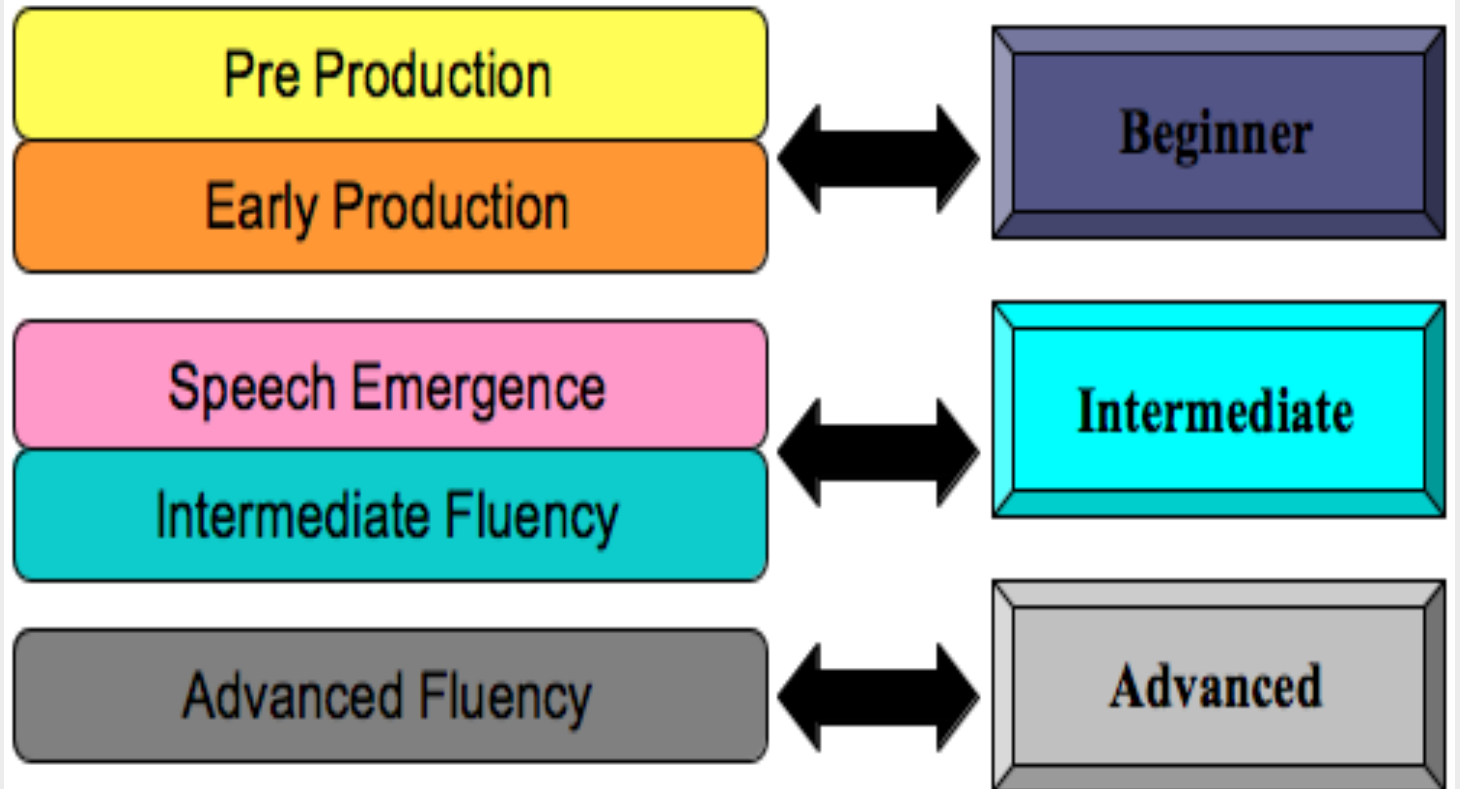


Stages of Language Acquisition



Stages of Language Acquisition and Texas Proficiency Level Descriptors (PLDs)

Stages of Language Acquisition and Texas Proficiency Level Descriptors (PLDs)



Advanced High – minimal support, almost native-like



1. Open your envelope and find the notecard with a #1
2. Turn to the person(s) closest to you and take turns reading the statement to each other.
3. Together determine the level of proficiency for each statement.
4. On each notecard write:
 - B** for Beginner
 - I** for Intermediate
 - A** for Advanced
 - AH** for Advanced High.

**5 minute
activity**



“It is a cold, winter day and it is snowing more heavily than usual.”

“The day is very cold and heavy snow is falling.”

“Cold day.”

“The unusually heavy snow on the day the story takes place causes a number of problems for the characters.”



Oral Language Levels Descriptors

Beginner- single words, mostly memorized short phrases, limited vocabulary, several grammatical errors

Intermediate- uses simple sentences with possible hesitation, emerging awareness of grammar rules

Advanced-can express comfortably on familiar topics, knows basic grammar rules

Advanced High- can use complex sentence structures to narrate and describe, approaching native-like proficiency



“It is a cold, winter day and it is snowing more heavily than usual.” **A**

“The day is very cold and heavy snow is falling.” **I**

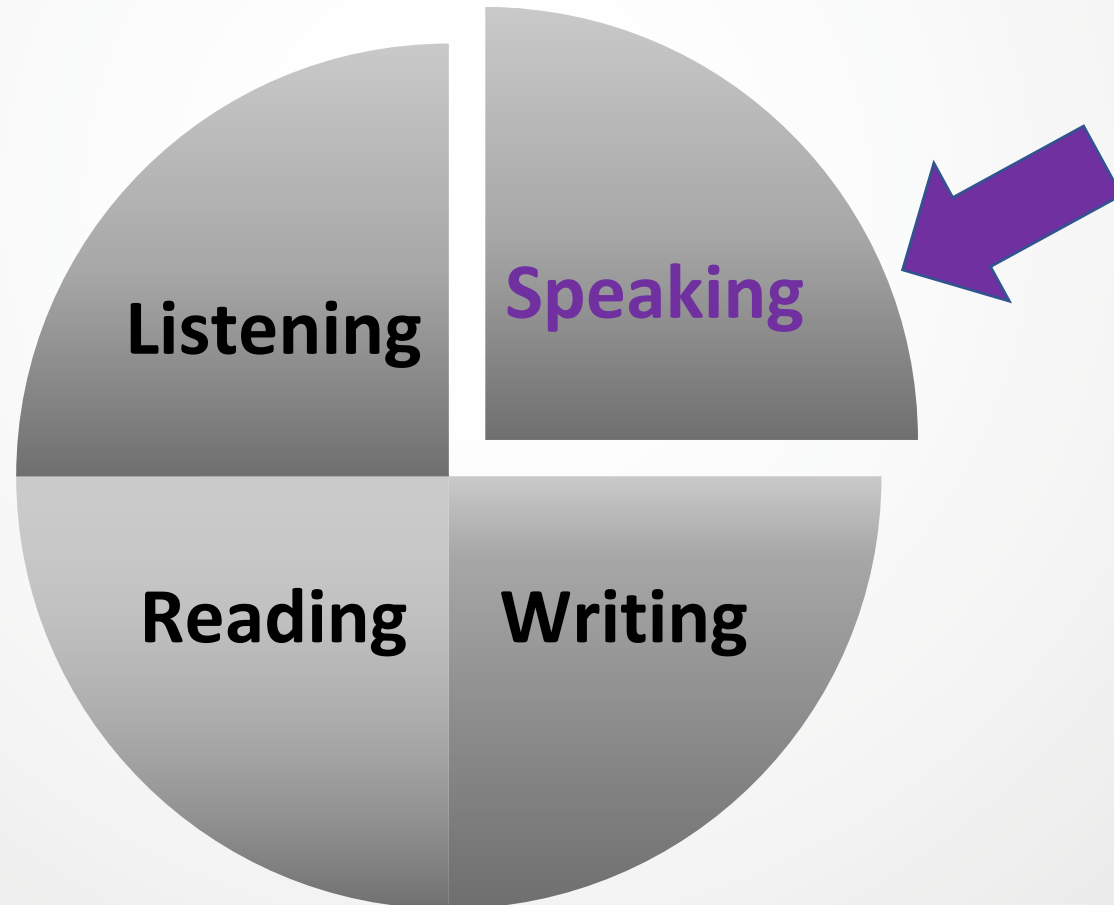
“Cold day.” **B**

“The unusually heavy snow on the day the story takes place causes a number of problems for the characters.” **AH**

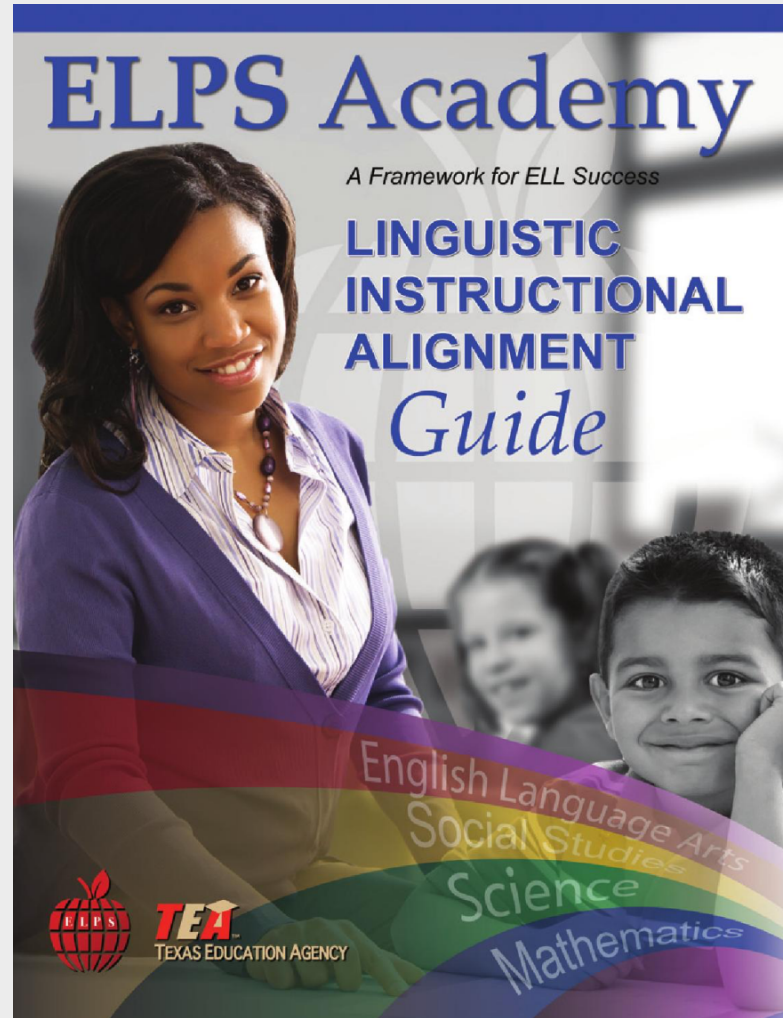


Knowing the different language proficiency levels of our students in each **language domain** will let us plan intentional tasks to address specific needs and move them forward.

Language Domains



Linguistic Instructional Alignment Guide (LIAG)



Linguistically
Accommodated
Instruction
includes

1. Supplemental materials
2. Instructional delivery
- 3. Tasks based on the student's current level of language proficiency**



Size of the training wheels



Beginner- **XL**

Intermediate- **L**

Advanced- **M**

Advanced **High-S**



Scaffolding: Differentiated Sentence Stems

Beginner- **Extra Large training wheel**



How does your best friend get to school?

My best friend _____ to school.

Verb Bank: (present tense +s)

- walks
- rides her bike
- gets a ride
- rides the bus



Scaffolding: Differentiated Sentence Stems

Intermediate- **Large training wheel** 

How does your best friend *get* to school?

Sentence Response Frame with options

My best friend _____ to school_____.

(verb +s)

walks

rides her bike

gets a ride

(how often?)

every morning

sometimes

on Fridays



Scaffolding: Differentiated Sentence Stems

Advanced and Advanced **High-Medium/Small training wheels**



How does your best friend *get* to school?

My best friend _____.

walking at the school

walks to school

walked to school



Other ways to scaffold simple → complex

- Pictorial representations
- Pre-teach key vocabulary
- L1 support
- Total Physical Response (TPR)
- Wait time
- Choral reading



**On teaching
our ELL
students...**

*“It doesn’t matter how
slowly you go as long as you
do not stop.”*

Confucius



Review your Learning Today

- Content- I will be able to compare and contrast linguistic accommodations based on oral language proficiency levels.
- Language- I will be able to discuss the different oral language levels with my peers.



Exit Ticket



1. What is your biggest insight?
2. What was validating?
3. What challenged you?

