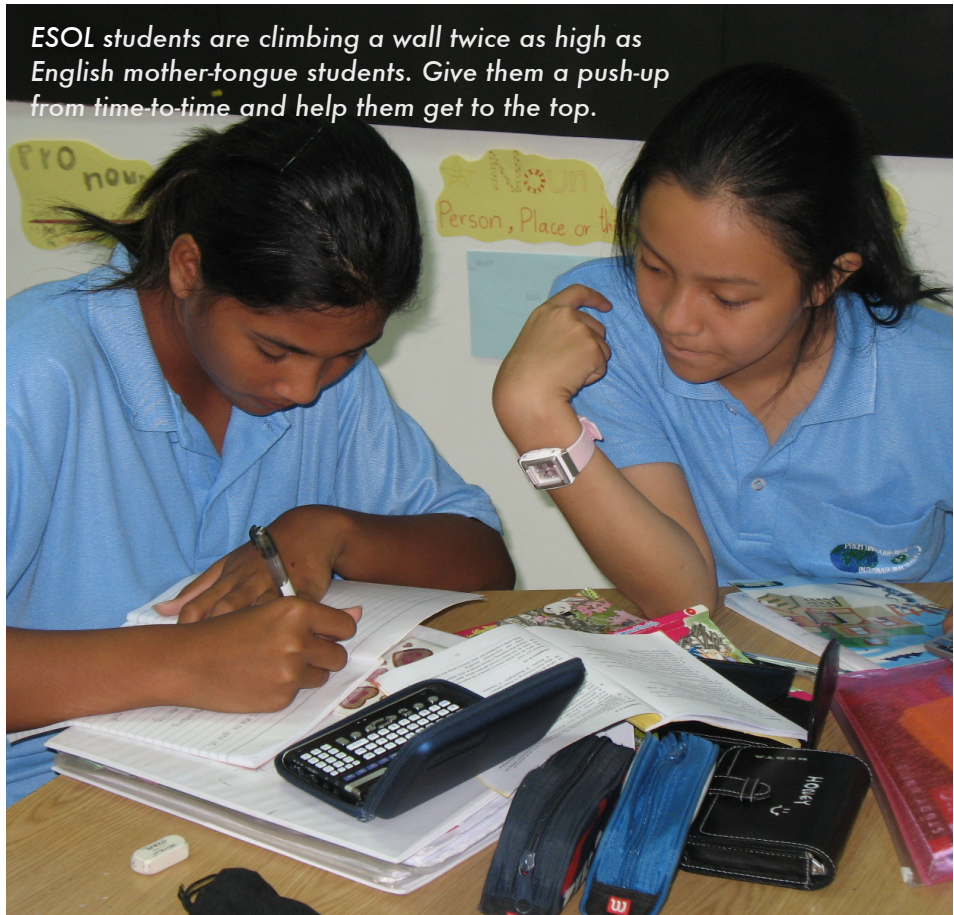# EAPP @ PTIS

PUSH-IN SUPPORT GUIDE 2011/2012

ESOL students are climbing a wall twice as high as English mother-tongue students. Give them a push-up from time-to-time and help them get to the top.

English For Academic Purposes Program

The English for Academic Purposes Program (EAPP) is designed to facilitate a staged transition to the academic mainstream at PTIS for students who come in to the school with limited English proficiency.

In order to ease the difficult transition to an English-medium curriculum, the EAPP is structured as a three-stage program. In Stage 1 students attend Maths, Art/Drama, PE, and Languages Other Than English (LOTE) with their mainstream peers. Instruction in Humanities, Science, and subjects aimed specifically at language development (Grammar, Reading Comprehension, Writing, etc.) are delivered in the sheltered immersion environment of the Stage 1 classroom.

When students progress to Stage 2, their exposure to mainstream classes is broadened to include Science and Design Technology/Information Technology. EAPP teachers accompany Stage 2 students in mainstream classes wherever possible, and considerable time is spent in the EAPP classroom clarifying and consolidating what has been learned in the mainstream classes.

Finally, in Stage 3 students attend all classes with their mainstream peers. An EAPP teacher accompanies students to Humanities classes wherever possible.

Continued English language support, and modified curriculum support is provided.

Did You Know That…

…61 current senior school students have passed through the EAPP?

The EAPP Department: *Harry Rinehart, Tiffany Crook (Co-Heads) & Genevieve Huchulak with additional assistance from Kailash Mani, Borys Maciburko & Simon Armitage.*

The Role of the Push-In Teacher

by the EAPP Department

ESOL: English for Speakers of Other Languages

What Do We Do?

The push-in EAPP teacher's primary function in a mainstream classroom is to support the EAPP student as he/she adjusts to the linguistic and cognitive expectations of the mainstream classroom.

There are many ways that the EAPP teacher is able to support mainstream teachers in the delivery of their curriculum. Our role is to linguistically unpack the mainstream lessons and to ensure that the success of the student in the subject is not solely correlated to their linguistic ability, but also to their understanding of the content covered.

At PTIS the EAPP teachers are language specialists. We are not typically mainstream subject specialists. However, we are able to support student learning in the following ways:

Team teaching/Support lecturer

EAPP teachers can write challenging vocabulary on the board during subject-teachers' presentations.

EAPP teachers can give presentations to all students on format requirements and genre. For example, if students are required to write newspaper articles, give presentations, or write formal letters, then this can be presented to the class by the EAPP teacher.

EAPP teachers are language teachers experienced in teaching vocabulary.

Presentations on vocabulary and genre-specific discourse features can be presented by the EAPP teachers.

EAPP teachers can give lectures on effective note-taking skills, mindmapping, and bibliography writing.

Moodle

The EAPP department members are building their Moodle sites with the aim of supporting ESOL students in the mainstream class. Language-specific information is given alongside the mainstream curriculum. This is to guide and support ESOL students in the mainstream and in the EAPP.

Skills and Content

EAPP pull-out time focuses on the consolidation and development of skills introduced in the mainstream classroom. Content and language are unpacked and scaffolded to ensure maximum student understanding.

EAPP teachers familiarize themselves with the mainstream curriculum. They are able to use mainstream subject knowledge in their language assignments. Equipped with his up-to-date information, they are better able to scaffold language and reinforce content during pull-out lessons.

Language Modification of Assessments

EAPP teachers can proof assessment tasks and provide suggestions on how to better enable the ESOL students to access the questions. In the past, this has been done through the use of glossaries and diagrammatics.

Note-taking

In lecture-heavy classes, EAPP teachers can take notes for ESOL students. The ESOL students should sit next to the EAPP teacher and be able to use the teacher's notes to check for clarity (when writing on the board is not clear, or concepts are not fully comprehended). As the students' note-taking skills and comprehension skills improve, there is less need for the visual reinforcement provided by the EAPP teacher's notes. These lecture notes will be available on EAPP Moodle sites.

"Second-language learners need a second-language program that:

- is integrated into the academic curriculum and planning in order to cater for on-going language needs and ensure full participation

- aims to ensure that lack of competence in the language of instruction interrupts or hampers their cognitive and academic progress as little as possible."

Sceond-language Acquisition and Mother-tongue Development: A guide for schools" - International Baccalaureate Organisation Middle Years Programme 2004, p.9

"Many students in MYP schools come from a language background that differs from that of the school, the school community or both."

Sceond-language Acquisition and Mother-tongue Development: A guide for schools" - International Baccalaureate Organisation Middle Years Programme 2004, p.6

How ESOL-Friendly Are You?

Modifying instruction is critical to the ESOL students' success. However, modifying instruction doesn't mean creating a second lesson plan or curriculum; it just means changing some of the ways that you do things. Most of your native English-speaking students can benefit from modifications as well!

For an eye-opening activity, tick the ones that you do...

Using your EAPP teacher

☐ Meet with your EAPP teacher to go over the unit to familiarize him/her with the unit expectations, key concepts and the end-of-unit assessments.

☐ Ask your EAPP teacher to work with a small group of ESOL students to produce a photo-dictionary of high frequency words for your subject.

☐ Let your EAPP teacher know if you are away from the classroom during push-in time.

☐ Make use of your EAPP teacher and his/her skills in language teaching.

Teaching and learning

☐ Set induction - focus attention on what is to be learned by gaining students' interest; transition from old to new materials, relating back to previous learning; providing a structure for the lesson, telling students what is expected; giving meaning to new concepts or principles by giving examples

☐ Write up a brief lesson plan on the side of the whiteboard — this could be as simple as four activities with an end goal

☐ Write the lesson aim on the whiteboard at the beginning of the lesson

☐ Jot down new subject/genre-specific vocabulary on the whiteboard as you lecture

☐ Encourage students to create a word wall of all new vocabulary covered in your unit (this could be a homework assignment of one blank page)

☐ Summarize the salient points of the lesson several times as you teach the class

☐ Avoid using idioms — ESOL students tend to take each word literally and will end up *not being able to see the wood for the trees.* For them to understand you can be *as difficult as finding a needle in a haystack!*

Using visual cues and/or diagrams

☐ In practical subjects where students are expected to use equipment, place a photo of the apparatus alongside the word on the cupboard.

☐ Give pre-reading to the ESOL students. If students have time to go over the language of the concepts prior to the lesson, understanding during class time is improved.

☐ Encourage the ESOL students to pre-read about concepts in their mother-tongue to allow them to have a basic understanding prior to your lecture. *Give them topics beforehand.*

☐ Use interactive animations for advanced concepts. An animation is worth a thousand pictures, and a picture is worth a thousand words. *In math-speak that means that an animation is worth a million words!*

☐ Encourage ESOL students to use www.eslreader.com. Students can paste electronic text into the reader and each word will be hyper-linked to a dictionary of their choosing.

Ensuring Understanding

☐ Check for understanding by asking ESOL students to paraphrase what you have just said. If you ask them if they understood, the answer will almost always be "Yes" even if the real answer is "What on earth is this all about?"

☐ Be patient. Give the students time to respond. They are processing the concept in their MT, and then translating into English. Always check for understanding in a small group context to avoid embarrassment and to encourage honesty.

☐ Seat ESOL students next to a language buddy, but in an international seating plan. For example, in a group of five students, two will be the same nationality, and three will be other nationalities. This encourages use of English as a Lingua Franca (and as a tool for learning).

☐ Encourage an *English only* classroom, but allow Mother-tongue when clarification is needed.

ANY CONCERNS ABOUT LANGUAGE ISSUES?

TALK TO AN ESOL TEACHER.

EAPP Stage 1		EAPP Stage 2	EAPP Stage 3	Mainstream
Pre-Beginner	**Beginner**	**Low Intermediate**	**High Intermediate**	**Advanced Fluency**
• Ss not ready to actively produce language • Listening and responding in non-verbal ways to show understanding • 0-500 word vocabulary • Adjusting to International School Culture	• Ss can attend to hands-on demonstrations with more understanding • May initiate conversation by pointing or using simple words • Very limited comprehension/vocabulary • Up to 1000 words receptive word vocabulary • Adjusting to International School Culture	• Ss begin speaking in short phrases and simple sentences • Many mistakes in grammar, word order, word usage • Limited comprehension and vocabulary • Up to 7,000 receptive/active word vocabulary	• Ss can communicate thoughts more completely, can participate in everyday conversations without highly contextualized support. • Up to 12,000 words receptive/active word vocabulary	• Ss have advanced skills in cognitive/academic language • Beyond 12,000 receptive/active words
• Depends heavily on context • Has minimal receptive vocabulary • Comprehends key words only • indicates comprehension physically, (gestures, draws, points etc.) • May not produce speech	• Depends heavily on context • Produces words in isolation • Verbalizes key words • Responds with one/two word answers or short phrases • Indicates comprehension physically • Mispronunciation/grammar errors	• Depends heavily on context • Produces whole sentences • Makes some pronunciation and basic grammatical errors, but is understood • Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) • Hears smaller elements of speech • Functions on a social level • Uses limited vocabulary • Initiates conversation and questions • Shows good comprehension (given rich content)	• Depends on context • Engages in and produces connected narrative (discourse) • Shows good comprehension • Uses expanded vocabulary • Makes complex grammatical errors • Begins to functions within an academic level	• Functions on an academic level with age/grade peers • Maintains two-way conversation • Uses more complex grammatical structures • Demonstrates comprehension in decontextualized situations • Uses enriched vocabulary
Observe, locate, label, match, classify, categorize	Name, recall, draw, list, record, point out, underline, organize	Tell, describe, restate, compare, question, map, dramatize	Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain	Relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate
• Use manipulatives, visuals realia, props, games • Create a climate of acceptance and respect that supports acculturation • Use cooperative learning groups • Require physical response to check comprehension • Display print to support oral language • Model activities for Ss • Use hands-on activities • Use bilingual Ss as peer helpers • Adjust the rate of speech so as to enhance comprehension and regularly repeat/paraphrase • Ask yes/no questions • Ask Ss to show/point/draw • Teach content area vocabulary/terminology	• Continue stage 1 stategies PLUS • Simplify language not content • Lessons designed to motivate Ss to talk • Ask Ss questions that require one/two word responses: Who? What? Which one? How many? • Lessons expand vocabulary	• Continue stages 1&2 PLUS • List and review instructions step by step • Build on Ss prior knowledge • Incorporate more reading and writing • Engage Ss in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams	• Continue stages 1-3 PLUS • Have Ss brainstorm, list, web, use graphic organizers • Ask questions soliciting opinions, judgments, explanations (more why and how questions) • introduce figurative language • Develop more academic language (oral and written)	• Continue stages 1-4 PLUS • incorporate note-taking skills • Study skills • Test-taking skills • Demonstrate how to verify answers (written and oral) • Expand figurative language
0-6 months	6 months – 1 year in an English speaking environment	1-3 years in an English speaking environment	3-5 years in an English speaking environment	6-7 years in an English speaking environment