

Boosting Acquisition Through Intensive Language Instruction to Meet Virginia's School Performance Requirements

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Objective



This presentation will provide educational leaders an overview of how to implement cite based intensive language programs through applied linguistics using existing resources.

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Introduction



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What do intensive language programs look like?

- ACCELERATED LEARNING:** FOCUSES ON RAPIDLY BUILDING LANGUAGE PROFICIENCY THROUGH IMMERSIVE AND CONCENTRATED INSTRUCTION.
- HIGH CONTACT HOURS:** OFFERS EXTENDED CLASSROOM TIME, OFTEN DAILY, WITH A FOCUS ON ALL LANGUAGE SKILLS (SPEAKING, LISTENING, READING, WRITING).
- TARGETED OBJECTIVES:** DESIGNED TO MEET SPECIFIC LANGUAGE GOALS, SUCH AS ACADEMIC READINESS, PROFESSIONAL COMMUNICATION, OR FLUENCY FOR REAL-WORLD APPLICATIONS.
- SUPPORTIVE ENVIRONMENT:** PROVIDES PERSONALIZED FEEDBACK, SMALL GROUP ACTIVITIES, AND RESOURCES LIKE TUTORING TO SUPPORT LANGUAGE ACQUISITION.

(Lee, 2023)

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Intensive Language Program Fundamentals

- Language acquisition standards are chosen from desired framework (WIDA).
- Align standards throughout ESOL CQ's incorporating each content teacher.
- Can apply to any service model.
- Provide linguistic framework (Scaffolding) for content teachers.
- Targeted language instruction (listening, speaking, reading, writing).
- Communicative Language Teaching over translation.

Figure F-1 Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition



Dos Santos, 2020; WIDA, 2020

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Language Acquisition Theories

Krashen's Language Acquisition Hypotheses

- Acquisition-Learning Hypothesis
- Monitor Hypothesis
- Natural Order Hypothesis
- Input Hypothesis
- Affective Filter Hypothesis

Vygotsky's Social Development Theory for Content Classes

- Learning is a social process constructed through interaction.
- Zone of Proximal Development (ZDP)

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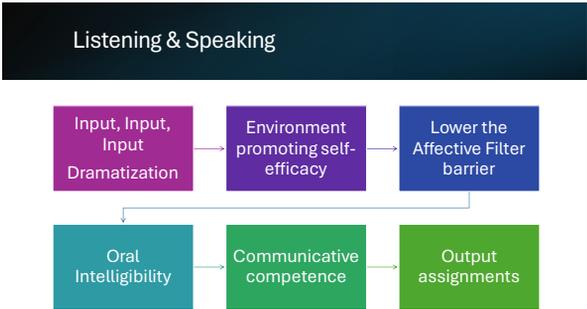
Communicative Language Teaching

- Focus on Meaning
- Interaction
- Authentic Materials
- Task-Based Learning

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ELD Reading & Writing

- Input, Input, Input
- ELA and ELD
- Communicative competence to academic language
- Explicate reading instruction
- Cross curricular vocabulary
- Academic skills

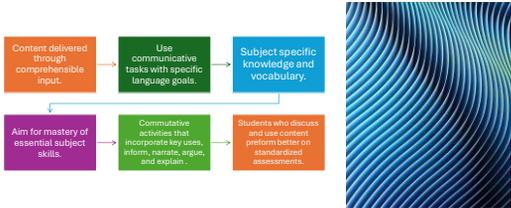
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Content Classes



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Adding Language Standards to Content Classroom



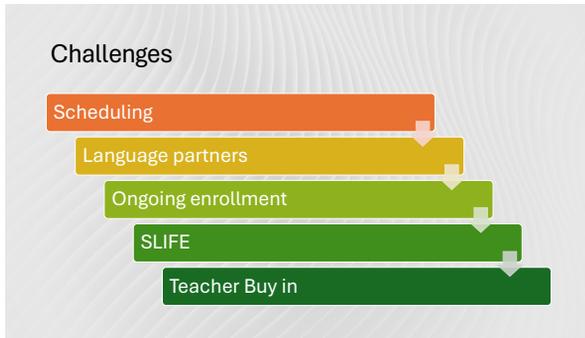
(Dos Santos, 2020; Williams, 2022; Wright, 2016)

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Progress Monitoring & Management

- EL Case managers update language development in shared resource.
- Formative, summative, observational data
- Content teacher follow English development lead.
- Move forward when learners approaching mastery.
- Goal is to move from level 1 up to 2.5-3.2.
- Annual WIDA Access testing

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Changing the Culture around Language Learning

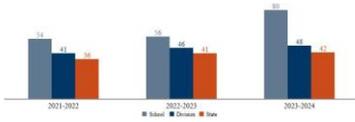
- These language programs are about changing the culture in public schools around ELLs.
- Language learning as an asset not a weakness.
- Integration into school culture.
- Language partner programs
- School events
- Incorporating learners' native language and culture

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All Mathematics SOLs Total

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Math Performance: English Learners

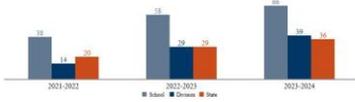


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Biology SOL

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Science Performance: English Learners

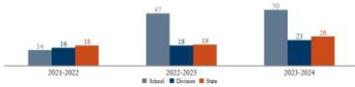


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EOC Writing

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Writing Performance: English Learners

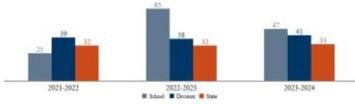


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EOC Reading

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Reading Performance: English Learners

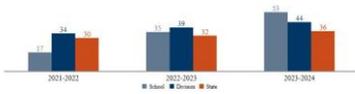


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History SOLs Total

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History Performance: English Learners

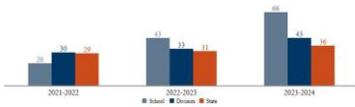


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World History I Intensive Class

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History Performance: English Learners



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Questions and Contact



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References

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