Foundations of 2nd language instruction

* “Possible” has schwa sound
* The sounds /b/ and /v/ are distinct phonemes in English but could be allophones of the same phoneme in the student's first language.
* Knowing the usage of the suffix -able in the words “remarkable” and “inhospitable” would best help a student identify the grammatical function of the words.
* “Hopping” consists of a root word and an inflectional suffix
* Syntax refers to the correct order of words
* As soon as they got to school, the students fed the fish in the classroom's aquarium. ~ an example of an adverbial clause
* Pragmatics helps a language learner understand intentional silence in a language
* “register variation” refers to not understanding difficult documents
* An English language learner observes that some native English speakers drop the third person singular inflection -s from present tense verbs and asks an ESL teacher for an explanation. The teacher could best address the student's inquiry in the context of a discussion about dialect diversity in English.
* High-frequency English words often have multiple meanings.

Apply knowledge of processes and stages of language acquisition.

* Cognates are words similar to students’ native language
* strongest support for the theory that all children are born with an innate sense of universal language principles that can be applied to the acquisition of any language? A child can produce structurally complex novel utterances at a very young age.
* Choose an aural selection that is slightly above the students' comprehension level for comprehensible input
* James Cummins's theory of common underlying proficiency (CUP)? An English language learner who has knowledge of an academic concept in the first language quickly grasps the concept when it is introduced in English.
* ongoing opportunities for the student to engage in rigorous, authentic academic conversations and writing in English for advanced stages
* metacognition involves identifying words that are unfamiliar in a reading passage
* elaboration and inferences is when a student breaks a word down based on prefixes, suffixes and context clues
* the process of internalizing a grammatical rule is when a student applies the ed ending to all past tense
* The student speaks a first language in which inanimate objects are marked for gender if he refers to inanimate objects as he.
* fossilization of interlanguage structures is when a student with excellent English continues to make errors in syntax

Evaluate and apply knowledge of ESL approaches and best practices for promoting ELL English development

* Throughout the unit, the English language learners maintain individual dialogue journals with the teachers about unit content. These activities benefit the English language learners' English language development primarily by: helping them comprehend and use language at a higher level than they would without scaffolding.
* SEI addresses students' needs by differentiating content instruction and intervention.
* Teachers must alter speech and use visual aids to provide explanations and examples of academic tasks.
* Which of the following visual support strategies would be most effective to use in a literature lesson with English language learners who are beginning-level readers to promote their language and content learning? story mapping
* Students can benefit from some use of their first language to clarify communication and to enhance motivation and self-esteem.
* 2nd language learners learn best when instruction is adjusted to accommodate students' level of language proficiency.
* The main goal of sheltered English immersion (SEI) instruction is to develop English language learners': academic language proficiency in English to achieve grade-level academic learning standards.
* Thinking of language structures and functions support the content
* schema building is when at the beginning of each lesson, the teacher creates a graphic organizer, such as a semantic map, on the board to review concepts from previous lessons. The teacher then refers to content from the graphic organizer when introducing important concepts from the current lesson
* language acquisition is a subconscious process that occurs when language is used for natural, meaningful interaction is the Natural Approach
* Which of the following methods of second-language instruction would be most appropriate to use with middle school English language learners who are at the expanding level of English language proficiency? sheltered content teaching
* Science concepts tend to be more concrete than those of other content areas and therefore lend themselves to a contextualized, hands-on learning environment.

Apply knowledge of factors, including socio-emotional and sociocultural considerations, that influence the teaching and learning of ELLs.

* Some students aren’t used to collaborating so scaffolding group activities with the teacher acting initially as moderator is helpful
* illustrate how reading is important for staying safe, saving time, using technology, understanding songs, and even learning rules to games. This unit is likely to benefit the students' literacy development primarily by: increasing their motivation to develop reading skills.
* having the students role-play polite interruptions and culturally appropriate turn-taking to teach cultural appropriateness
* engaging families in English language learners' education.
* meeting the student's family at their home or a community center to gain more knowledge about them and their culture and to facilitate better linguistic and cultural understanding between the teacher and the student and his parents
* reduce social distance between the school and home
* the stage of acculturation known as culture shock when a student withdraws
* intrinsic motivational factors to promote student learning can help projects’ success
* power relationships in society and their impact on school achievement vs. refugees may perform lower than those who planned to move here
* facilitating language acquisition by promoting his willingness to take risks and his motivation to integrate into the new culture
* the very young age in which one learns English determines proficiency in pronunciation

Apply knowledge of aural and oral language instruction and assessment

* utilizing a range of question types from those that prompt a nonverbal response to those that prompt an elaborate verbal response will help oral language in all students
* by creating words to cartoons, encourages their oral language production in a meaningful context.
* phoneme discrimination ~ recognizes sounds in words
* The student identifies a picture that corresponds to a teacher's aural input is for a beginner
* Avoid making assumptions based on knowledge of a student or on the student's past performance and base judgments on the language produced in the interview.
* the linguistic difficulty of the test questions when students have to listen and then respond in writing
* The word is in his aural receptive vocabulary but has not yet been incorporated into his oral expressive vocabulary.
* facilitating transfer of skills and strategies from the student's first language to English by building on existing first-language skills
* teach students to learn conversational repair strategies
* assigning each group member a role (e.g., researcher, graphics developer, scribe, treasurer) with specific duties appropriate to his or her strengths
* prompting students to self-monitor their oral language production

Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a 1st language.

* Phonemic awareness is key to beginning reading and example is counting sounds in words
* Accuracy and rate are key in fluency development
* Frequency and amount of independent reading is key to learning vocabulary
* Engagement in authentic tasks related to reading that make use of other modalities (i.e., listening, speaking, and writing) supports literacy development.
* an effective use of an oral language activity to enhance development of a reading skill is when students use story grammar charts to retell familiar stories
* Systematic spelling instruction is coordinated with and reinforces explicit phonics instruction.
* the regular (decodable) elements in the word should be noted when sounding out unfamiliar words
* prompting their use of morphology to determine the meanings of new words when teachers teach roots and affixes
* creating frequent opportunities for the student to engage in oral reading of independent-level texts can help with fluency
* Contextual analysis strategies are more effective when combined with word analysis strategies.
* readers theatre activities in which students work together to practice reading and dramatizing a script of a folktale can help with fluency
* decoding skills using meaningful texts that primarily contain phonetically regular words and sight words is helpful to promote beginning reading
* the word “someone” is hard to decode
* the amount of prior knowledge the student has about the topic of the text will impact comprehension
* English language learners may have particular difficulty acquiring phonemic awareness of English phonemes that do not exist in their first language.
* conducting an interactive read-aloud of the book in which students listen to the book and participate in discussions related to the content of the book
* The language experience approach makes connections between spoken and written English.
* When you read aloud, Students are exposed to the natural rhythm of English and to a range of English vocabulary.
* Keep running records of the students oral reading.
* If students read better in narrative text then the student is progressing normally in reading development but lacks experience and practice with the language of informational texts.
* Cloze is good for knowledge of syntax and vocabulary
* Use grade level texts for bridging fluency

Apply knowledge of writing instruction and assessment for ELLs

* Free writes help to promote their writing fluency in English.
* The interactive nature of writer's workshop supports students' progress through the various stages of the writing process.
* In prewriting, help students with vocabulary and language structures
* Advanced classmates can help with writing if students dictate
* Students can orally generate ideas with each other
* Painting a word helps students internalize learning through kinesthetic activity.
* Syntax can be reinforced by highlighting verbs and nouns different colors
* provide students with a rubric or checklist to complete as they review their peers' writing
* if a student doesn’t space words then they haven’t learned the word boundaries in print
* Small groups of students organize and rewrite the sentences into paragraphs with topic sentences.
* bridging-level students, with guidance from the teachers, record the interviewers' paraphrases on the chart paper.

Apply knowledge of instruction and assessment related to social and academic language proficiency and content area learning.

* Thinking aloud is a good strategy to model outlining
* provide the student with individualized guided practice in breaking down and paraphrasing mathematics story problems in English
* an authentic, multidimensional indicator of students' academic performance for an oral presentation
* Students record questions they still have about lesson material and describe learning strategies they used during the day's lessons.
* the student's writing reflects comprehension of the text's target concepts of a bridging student when he writes a summary of a paragraph
* implement appropriate linguistic modifications to the assessment items as needed
* use academic English interactively in meaningful ways.
* Ensure that the amount of student talk in instructional conversations is greater than the amount of teacher talk.
* contextualize content for English language learners is when you bring in real objects and sounds
* Build their knowledge of content-specific vocabulary.
* The student is performing within the expected range for the student's level of English proficiency but has had limited exposure to the content being tested when content grades are low
* provide the student with individualized, differentiated academic instruction in the student's specific areas of weakness