

ESL Quick Information Page

Who is an English Language Learner?

A child who does NOT speak English OR whose native language is NOT English. These students are unable to perform ordinary classroom work in English.

The School District's Responsibility

Just like a Speech Pathologist helps a child acquire language, so does the ESL teacher. In both cases, the student is still receiving education in the mainstream classroom, but needs extra support as well. In Massachusetts, the DOE requires that schools provide English Language Development (ELD) lessons in whatever way the district sees is possible. Since this is a small district, the students have to be taken out of class, rather than have a totally separate ESL class.

English Language Development Lessons (ELD)

- An ELD lesson constitutes activities that integrate reading, writing, listening and speaking. So students see, hear, read and write new vocabulary, sentence structures and content.
- The recommended amounts are:
 - o Beginner and Early Intermediate - 2 ½ hours per day.
 - o Intermediate - 1-2 hours per day.
 - o Transitioning - as needed, but all are monitored so they can be reclassified.

Sheltered English Immersion (SEI)

This is an English language acquisition process for children in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for children who are learning the language.

- All textbooks and other instructional material are to be in English.
- No subject matter should be taught in any language other than English.
- Students learn to read and write solely in English.
- Native language is for clarification only.

Curriculum for ELD Lessons

- The English Language Proficiency Benchmarks and Outcomes (ELPBO) are meant to serve as a *natural progression to*, rather than a *replacement for*, the Massachusetts English Language Arts Curriculum Framework learning standards. It is also intended to be used to support the academic instruction of Limited English Proficient (LEP) students.
- To see the ELPBO, contact the DOE or your ESL Provider.

Frequently Asked Questions about English as a Second Language (ESL)

How much time does my student need to be in ELD lessons?

The less English that a student knows, the more hours he/she needs to be in ELD lessons during the school day.

The recommended amounts are:

- Beginner and Early Intermediate - 2 ½ hours per day.
- Intermediate - 1-2 hours per day.
- Transitioning - as needed, but all are monitored so they could be reclassified.

What level is my student?

The level is determined by the Massachusetts English Proficiency Assessment (MEPA). This assessment is done annually, and sometimes biannually. The results are sent to the schools, to the ESL provider and to the parents/guardians. If you do not know the level of your student, look in the student records or ask the ESL Provider.

What is the student doing in a pull-out ELD class?

An ELD lesson constitutes activities that integrate reading, writing, listening to and speaking English. The lessons are built around the ELPBO (ESL curriculum).

If the student is missing class time to go to an ELD lesson, can the student make up the work at the lesson?

No. The ELD lesson is guided by benchmarks from curriculum, as with core subjects. To clarify, the time that a student spends in an ELD lesson is just like going to another class. It is not a “tutoring time” to aide the student in subjects where they are behind in work.

Can the ESL provider/tutor come into my class to help my student, instead of taking them out of the room?

No. In theory, that would be like going into a science classroom and trying to teach a math lesson to one child in the back. ESL has its own curriculum (ELPBO); therefore the child needs to be able to focus on the ELD work, not another subject.

Why is my student receiving ELD instruction with a child from another grade?

The students are matched up by their English ability levels, not their grade level. As a district, we only have two part-time instructors working to meet the needs of the entire district. Therefore, the needs of these students are more effectively met when an ELL is matched with others at the same ability level.