

#154

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**ESL**

**Supplemental**

**First Edition**

**FOR TEXAS TEACHERS.**

**A test prep manual for the TExES ESL exam #154.  
SEMINAR/TUTORING AVAILABLE!**

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# Domain I:

## Language Concepts and Language Acquisition

### Competencies 1-2

(25% of the test)

**English as a Second Language Supplemental Standard I:**

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**English as a Second Language Supplemental Standard III:**

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.





# 1. Language Concepts, Structure, Conventions

## Competency 1:

The ESL teacher understand fundamental language concepts and knows the structure and conventions of the English language.

### A. LANGUAGE CONCEPTS

**a. Phonology** – Phonology (root word “phon” = sound) is the study of sounds.

**b. Phonemes** – The smallest part of spoken language that makes a difference in the meaning of words (Examples: Mop – Top, Cat – Hat)

*Phonological Awareness* is the ability to hear and manipulate sounds and sound chunks (the overarching category). Phonemic Awareness is the ability to hear and manipulate INDIVIDUAL sounds (a sub-category of phonological awareness).

*Phonological and Phonemic Awareness of English phonemes are CRITICAL to reading and language success.*

Student: I don't know this word.

Teacher: Sound it out...

Meaning - Use what you know about sounds and the letters that make the sounds to figure out the new word.

*If the student lacks the ability to hear the sounds, the student will NOT be able to decode the new word.*

Some sounds are not present in all languages, and some sounds are represented differently in different languages. (For example, some children may not be able to distinguish between the sounds in “lice” and “rice”.) Awareness of these differences and the struggles they cause for learners will help teachers plan instruction that builds students’ knowledge of English phonemes.

Phonological Awareness involves several categories and, in English, develops in a planned order:

1. Working with Words and Word “Chunks”
  - Segmenting Words in Sentences - breaking sentences into individual words
  - Segmenting Words into Syllables - clapping and breaking words into smaller parts that include a vowel
  - Segmenting Compound Words - breaking compound words into the smaller words from which they are built
2. Working with Onsets and Rhymes
3. Working with Individual Phonemes  
Phonemic awareness - the ability to hear and manipulate the sound that is spoken

According to the National Reading Panel, there are eight types of phonemic awareness activities. Teachers should only introduce and practice two or three activities at the same time. For each activity, start with initial consonant sounds, then work with ending consonant sounds, and finish with medial vowel sounds. Allow students to master beginning sounds before moving to ending sounds, etc.

- These activities should be a planned part of your everyday instruction.
- They do not take much time, and should be practiced in the form of games.
- Teachers should assess students’ phonemic skills regularly, and plan instruction that meets students’ individual needs.
- Assessment must be done 1:1.

### The Eight Phonemic Awareness Activities

1. Isolation - Students hear individual sounds in words.

Teacher: What's the first sound you hear in “top”?

Students: The first sound is /t/.

Teacher: What is the last sound you hear?

Students: The last sound is /p/.

# 1. Language Concepts, Structure, Conventions, cont'd.

2. **Identity** - Students hear and identify the same sound in different words.

Teacher: What sound is the same in teacher, table, and tree?

Students: The beginning sound, /t/.

3. **Categorization** – Students identify which word is different in a list of words, based on sounds.

Teacher: Which word doesn't belong – cat, king or face?

Students: Face doesn't belong because it doesn't start with /k/.

4. **Blending** – Students put sounds together to make a word.

Teacher: What words is /k/ /a/ /t/?

Students: /k/ /a/ /t/ is cat!

5. **Segmentation** – Students break words into their individual sounds and/or count the number of sounds in a word. It is the opposite of blending.

Teacher: How many sounds are in “fan”?

Students: /f/ /a/ /n/, three sounds.

## Segmentation - breaking a word down into phonemes (individual sounds)



6. **Deletion** – Students remove a sound from a word and identify what remains.

Teacher: What word is clap without /k/?

Students: Clap without /k/ is “lap”.

7. **Addition** – Students create a new word by adding a sound.

Teacher: What word do you have when you add /s/ to the beginning of “top”?

Students: Stop!

8. **Substitution** – Students change one sound in a word to a different sound and identify the new word.

Teacher: I'm thinking of a word that sounds like man but starts with /r/. What's my word?

Students: Ran!

*The two activities that help the kids the most are **BLENDING** and **SEGMENTING**. These should be practiced and reviewed regularly.*

- c. **Semantics** – relating to the meaning of words, groups of words, signs, symbols and phrases. Semantics is critical to language acquisition. Semantics studies how meaning is built, understood, deciphered and explained, and includes topics such as:

- how word meanings change over time
- how meaning is changed by the addition or deletion of morphemes
- how words may work together to form a single idea (“drop off”, “turn into”)
- the connotations, or variation of meanings attached to similar words (tired, sleepy; angry, furious)
- similes and metaphors (sings like a bird, sharp as a tack)
- idioms (raining cats and dogs, hungry as a horse)

- d. **Morphology** – Morphology (root word “morph” = change) is the study of how the meaning of a word is changed when a morpheme (in English, root words, prefixes and suffixes) is added.

- e. **Morpheme** – Morphemes are the smallest unit of meaning in a language; a part that changes the meaning

# I. Language Concepts, Structure, Conventions, cont'd.

*Examples:*

-ed happened in the past, such as talk -> talked  
-ing is happening now, such as fly -> flying  
re- again, such as visit -> revisit  
pre- before, such as view -> preview  
spect to look (root word)

- f. **Discourse** - Discourse is a conversation or dialogue between two people. It can also relate to the jargon and vocabulary of a specific group of people such as doctors or teachers.
- g. **Pragmatics** - Pragmatics is the way meaning is implied by context and expressions. For example, “She’s a real genius!” may mean “She’s extremely smart”, or “She’s not very smart”, depending on the conversation or writing that surrounds the sentence.

## B. FUNCTIONS AND REGISTERS OF ENGLISH

Language is the way we interact and communicate with others, as well as express our ideas, needs, and feelings.

Linguist Michael Halliday identified these *Functions of Language*:

- **Instrumental Language** - language we use to get what we want; may include polite requests, persuasion and argument
- **Regulatory Language** - language we use to tell others what to do; includes commands, manipulation, and in teaching, management skills
- **Interaction Language** – language we use to get along with others; includes expressions of friendship, cooperation, and “small talk”
- **Personal Language** - language we use to express our individuality and to tell about ourselves; includes expression of strong feelings, personality, and opinions
- **Imaginative Language** - language we use to imagine, create, and pretend; often disappears if not fostered, and is critical to creative writing,

problem-solving, and innovative thinking

- **Heuristic Language** - language we use to investigate, learn, and explore; the language of research and wondering
- **Informative Language** - language we use to report facts and to communicate information; the language of teachers!

Language registers are how language varies in relation to one’s:

- reason or purpose for communicating
- audience or listeners
- situation

For example, when giving a speech, formal words and sentences are the norm. When chatting with friends, conversation is less formal. Second language learners may develop social speech rapidly (and with this social language, they may sound completely fluent), but will need more time to understand and express themselves using academic language.

On the average, social language skills generally develop within two years. Academic language takes seven or more years to develop.

### Related Acronyms

#### **BICS - Basic Interpersonal Communication Skills**

BICS is the first level of language proficiency acquired by an English learner—basic, everyday conversation skills and phrases (such as greetings) that can be remembered and may not require explicit teaching and learning. BICS (social language) takes about two years to develop in a second language.

*Examples:*

Can you help me?  
Where is the bathroom?  
Go left at the corner.

#### **CALP - Cognitive Academic Language Proficient**

CALP is a higher level of language skills that is not outwardly apparent in everyday conversation, but is necessary for academic reading and discussion

# I. Language Concepts, Structure, Conventions, cont'd.

(classifying, comparing, contrasting, making inferences, debating, etc.). A person with CALP can read and discuss textbooks, converse using academic language, and explain academic vocabulary in their second language. This skill takes 5-7 years to develop. CALP must be learned.

*Examples of CALP Concepts:*

Metamorphosis      Diplomacy  
Alliteration          Denominator

## C. TYPES OF VOCABULARY AND RELATIONSHIPS

There are four types of interrelated vocabularies that we all use when we communicate. They typically develop in the listed order, and build upon each other.

*Gaps or weaknesses in one area yield gaps and weaknesses in other areas.*

**listening vocabulary** - the words we need to know to understand what we hear

**speaking vocabulary** - the words we use when we speak

**reading vocabulary** - the words we need to know to understand what we read

**writing vocabulary** - the words we use in writing

- Teaching language learners requires use and development of all four areas. Encourage students to build and use their vocabularies.
- Students may need lesson adaptations (such as bilingual books, reduced writing assignments, etc.) to serve their individual needs.

## D. STRUCTURE OF ENGLISH

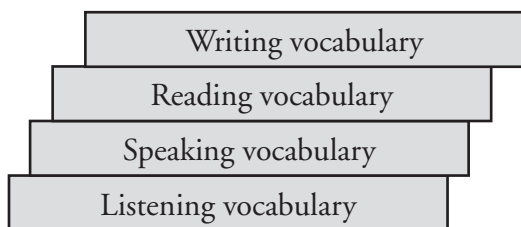
Knows English - word formation, grammar, and sentence structure

Grammar = the rules that guide a language. As children learn to speak, they master the grammar of their language. They can use parts of speech in correct relation to each other, even before they have specific grammar instruction.

All languages have grammar. Grammar varies from language to language. Students may need help assimilating English grammar rules, so ESL teachers must be versed in English word formation, grammar and sentence structure. Grammar reviews are available from many reputable sites online, including the Purdue OWL: <http://owl.english.purdue.edu/owl/section/1/5/>.

## Types of Vocabulary

**Gaps in any area affect those that build on it.**





# 10. Family and Community

## Competency 10:

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

### A. ADVOCATING FOR ESL STUDENTS

Texas teachers must advocate for students in various situations.

- Serve as an advocate for ALL children
- Promote continuous and appropriate development of ALL students
- Serve as a resource for content teachers
- Support educational and social equity

*Go the extra mile to find the help your students need. Listen to students and parents. Work together to find solutions. Offer tutorials. Seek help from other professionals and refer students to agencies that can help.*

Several committees advocate for and support ELLs, and ESL teachers in Texas are expected to participate in support of their students:

- Language Proficiency Assessment Committee (LPAC) – makes decisions regarding the placement, needs, and exit of ELLs in language support programs
- Admission, Review and Dismissal Committee (ARD) – makes decisions to support the needs of special education students
- Site Based Decision Making Committee (SBDM) – makes decisions relating to student needs at a specific school or campus

### B. FAMILY PARTICIPATION

*Importance of family involvement*

Students spend approximately 40% of their time in the classroom. While this is a large amount of time, the greatest amount of their time is spent at home among their families, extended families, and friends. A student who has educational support at home has increased success in the class-

room. For this reason, it is very important to connect with each child's family and to engage the family in providing support at home for classroom instruction.

Families can help by:

- Monitoring homework
- Helping with home practice (flash cards, etc.)
- Reading with the child
- Listening to the child read
- Taking the child to the library and to museums
- Getting books and videos about topics of study
- Encouraging the child in his/her educational efforts
- Providing insight on the child's strengths, struggles, and needs
- Providing rewards or consequences based on school efforts and performance
- Supporting the student's work in L2 by providing input in L1

**Parents are our partners in the child's education! It is a *team effort*.**

#### Student and Family Rights

Parents are as important as teachers in the success of education. Parent participation is strongly encouraged in children's educational program. As educators, teachers are obligated to connect with and involve parents in the education process. To this end, teachers:

- Must make a valiant effort to connect with the families of all students
- Must provide regular communication to families

# 10. Family and Community, cont'd.

- Must obtain parental consent for many things, including before a psychological examination, test or treatment is conducted, before a video or recording is made, and before a child's photo or art is published
- Must keep parents informed of behavioral issues, educational strengths, and needs
- Must not attempt to circumvent parents or limit parental rights
- Must not keep records from parental view

Parents may:

- Have access to all written records (anything written down is considered a record)
- Review all materials in the classroom
- Review tests that have been administered after the test is administered
- Have access to any public meeting of the school board
- Request a change in the class or teacher, providing the change does not affect other students
- Request that their child attend a class above the child's grade level
- Request their child graduate from high school earlier if courses required for graduation are completed
- Have full information regarding school activities
- Have copies of a easily understood documents regarding special education including their child's ARD
- Appeal the placement of their child in a special education class
- Receive assistance from the school, including counseling, tutorials, and remedial programs
- Obtain information on academic requirements of the school program
- Inspect their child's record and respond to any statement
- Be informed of and to appeal school policies
- Be informed of and to appeal administrative decisions

*Parents + Teachers = Success for Children*

## Important Notes Regarding the Rights of ELLs

- English language learners have the right to ESL or bilingual instruction
- Being designated as an English Language Learner does not mean a student qualifies for special education; ESL students do not have IEPs
- ESL students may not be removed from content courses or placed in lower grades due to language skills

## **C. COMMUNICATION WITH FAMILY**

### *Communication with Parents*

- Numerous federal and state laws require teachers to communicate with parents/guardians in their home language
- Interpretation and the presence of interpreters is also a requirement (for schools and school districts)
- Only in an emergency should a child be used to translate

### Communicating Effectively and Regularly

The key to good teamwork is communication. Parents need regular communication (daily, weekly) about instructional topics, homework and practice expectations, and student performance (both good and bad). To enhance communication, teachers should:

- Provide clear expectations and goals
- Forge professional relationships with parents by demonstrating understanding, support, and concern
- Communicate concerns, but don't tattle
- Focus on what is needed or expected, not failures ("Mary needs to spend more time practicing" as opposed to "Mary is not doing her work")
- Be understanding about home issues and find solutions instead of problems
- Listen!
- Demonstrate respect